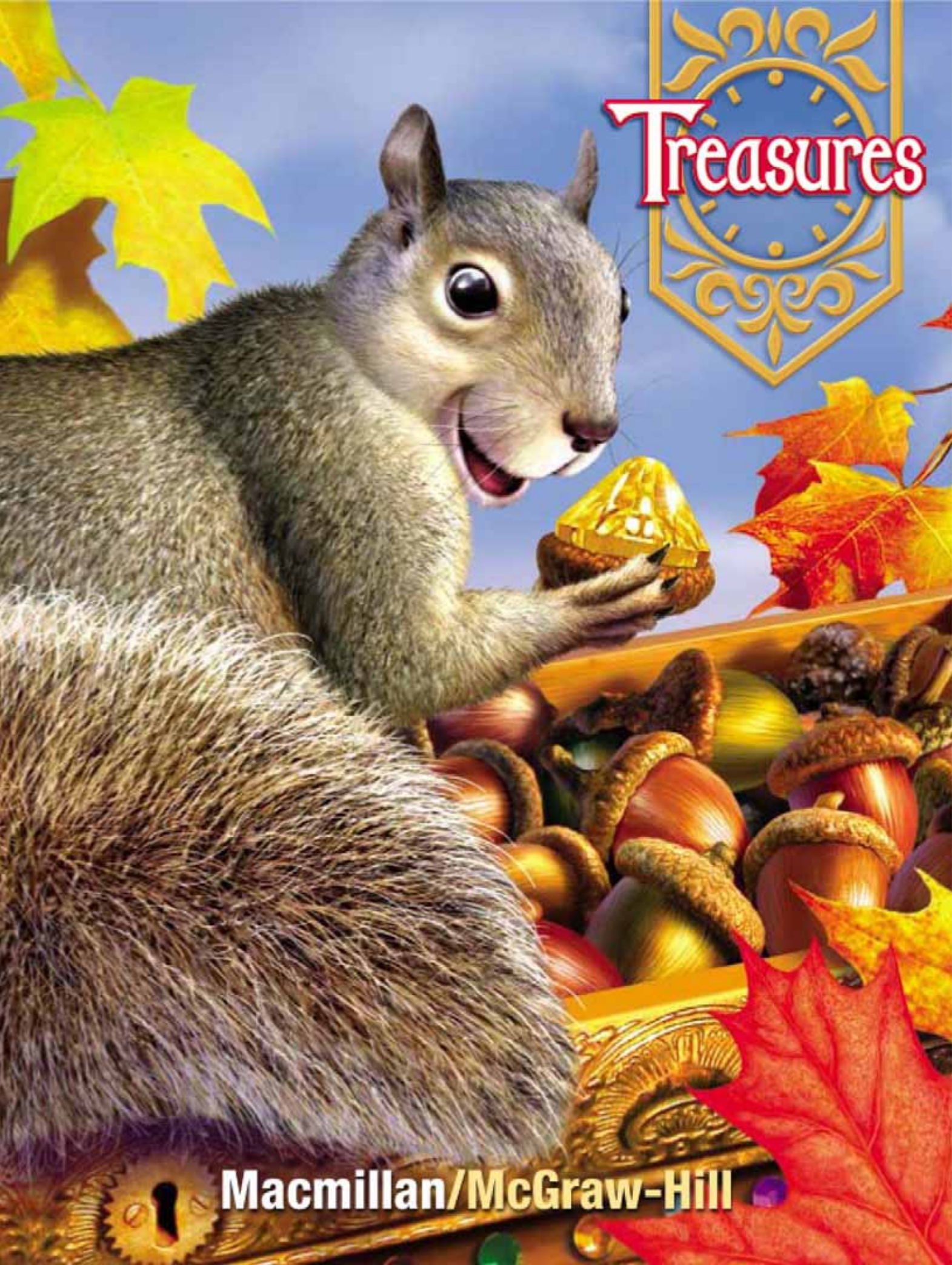


VISIT...

LANZAROTE
Caliente.COM

A detailed illustration of a grey squirrel with a bushy tail, sitting on the edge of an ornate golden treasure chest. The squirrel is holding a nut in its paws, which has a large, faceted yellow gemstone embedded in it. The chest is overflowing with various nuts and acorns. The background is a clear blue sky with several autumn leaves in shades of yellow, orange, and red. In the upper right corner, there is a decorative golden frame containing a clock face with no numbers, just tick marks. The word "Treasures" is written in a stylized, red, serif font with a white outline, positioned over the clock face.

Treasures

Macmillan/McGraw-Hill



A Reading/Language Arts Program



**Mc
Graw
Hill**

**Macmillan
McGraw-Hill**

Contributors

Time Magazine, Accelerated Reader



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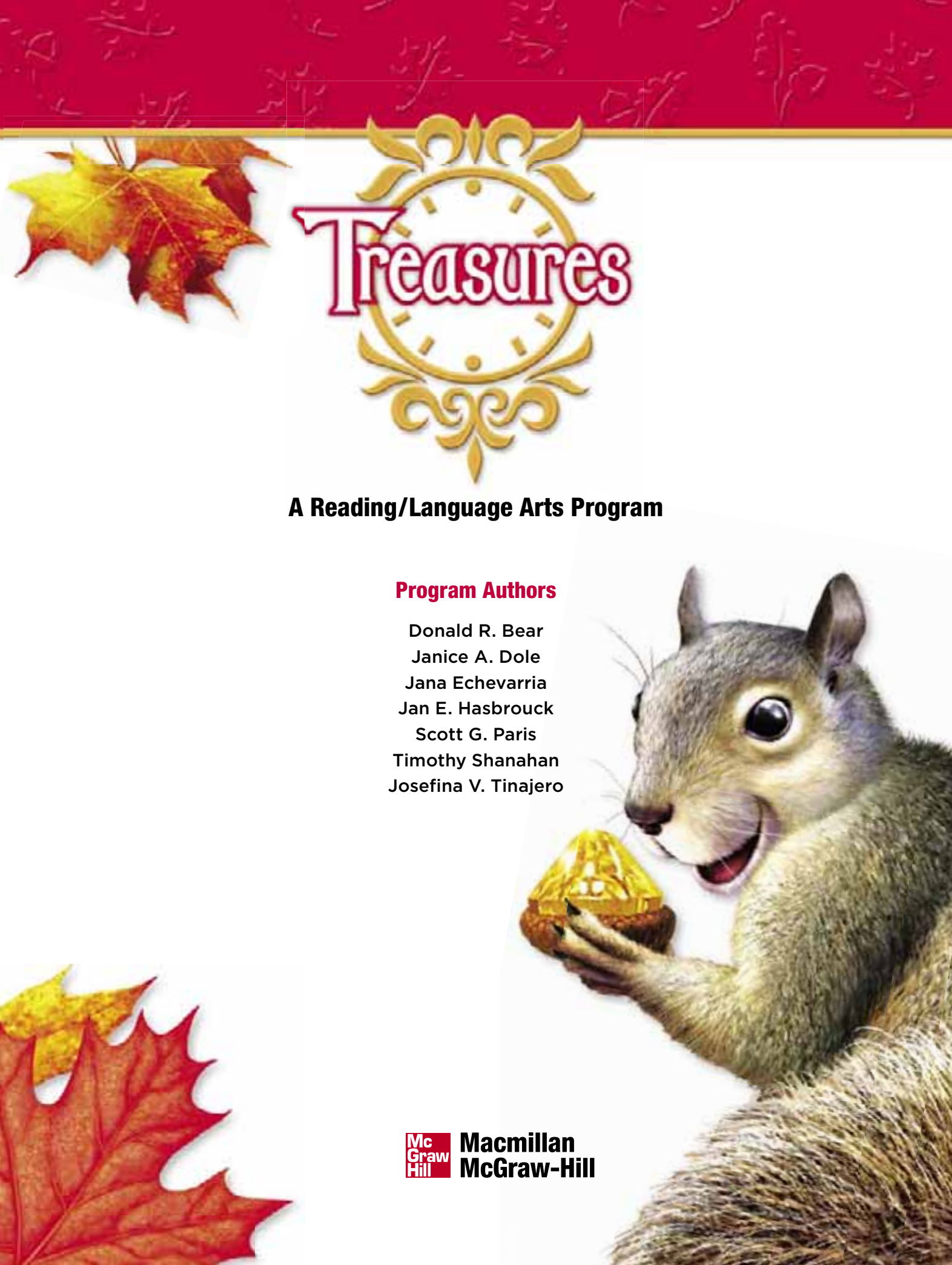
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Treasures

A Reading/Language Arts Program

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**Macmillan
McGraw-Hill**



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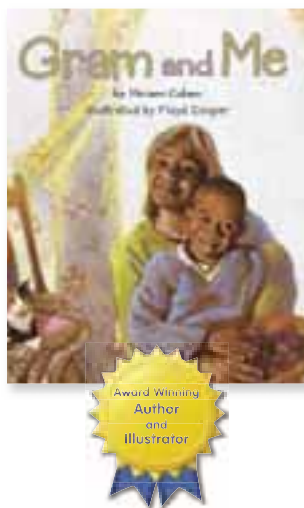
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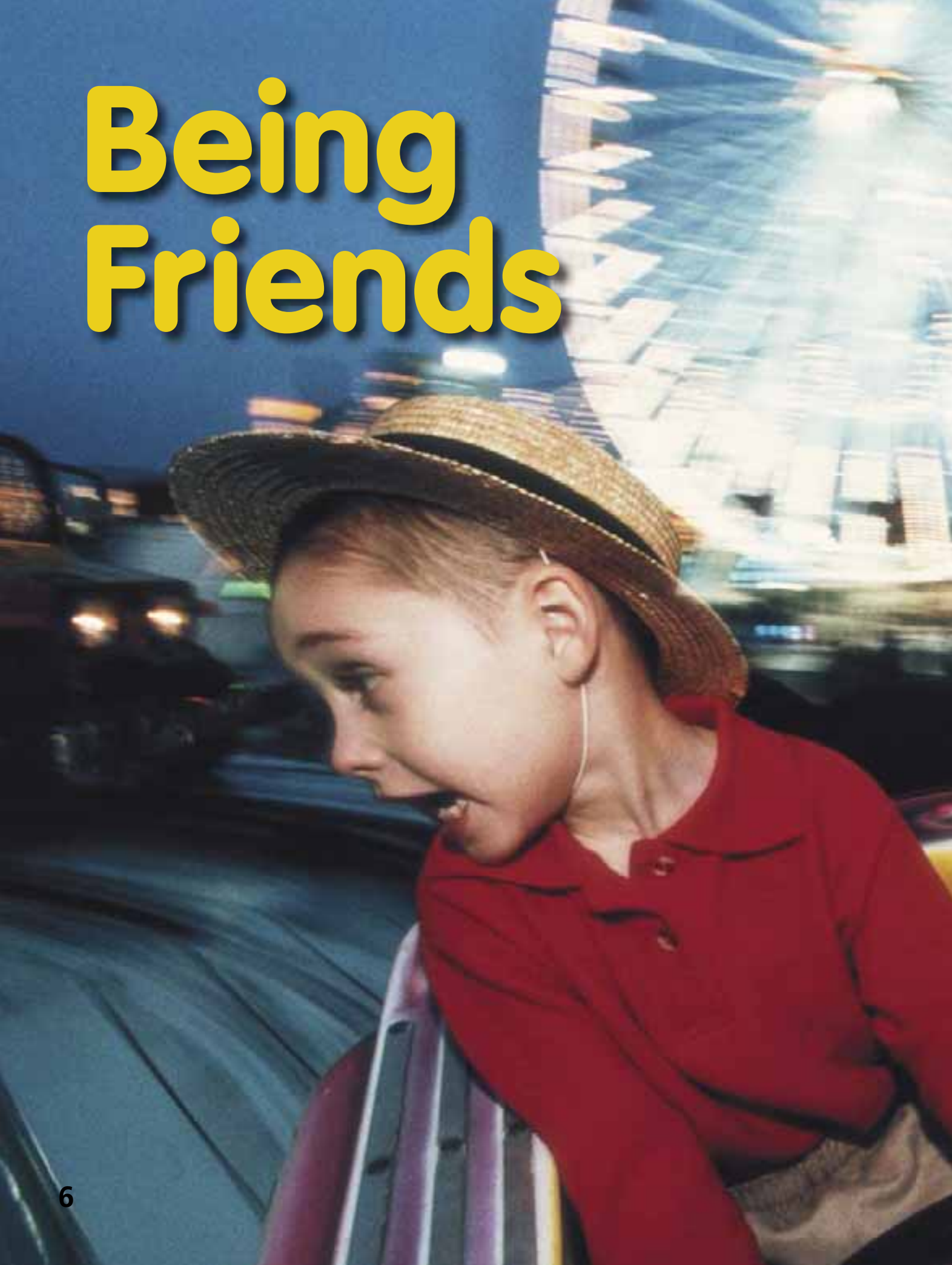


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Being Friends





Talk About It

What do friends do together? How can you be a good friend?



Find out more about being friends at
www.macmillanmh.com

Words to Know

walk
could
all
oh
hello
pull

game
gave

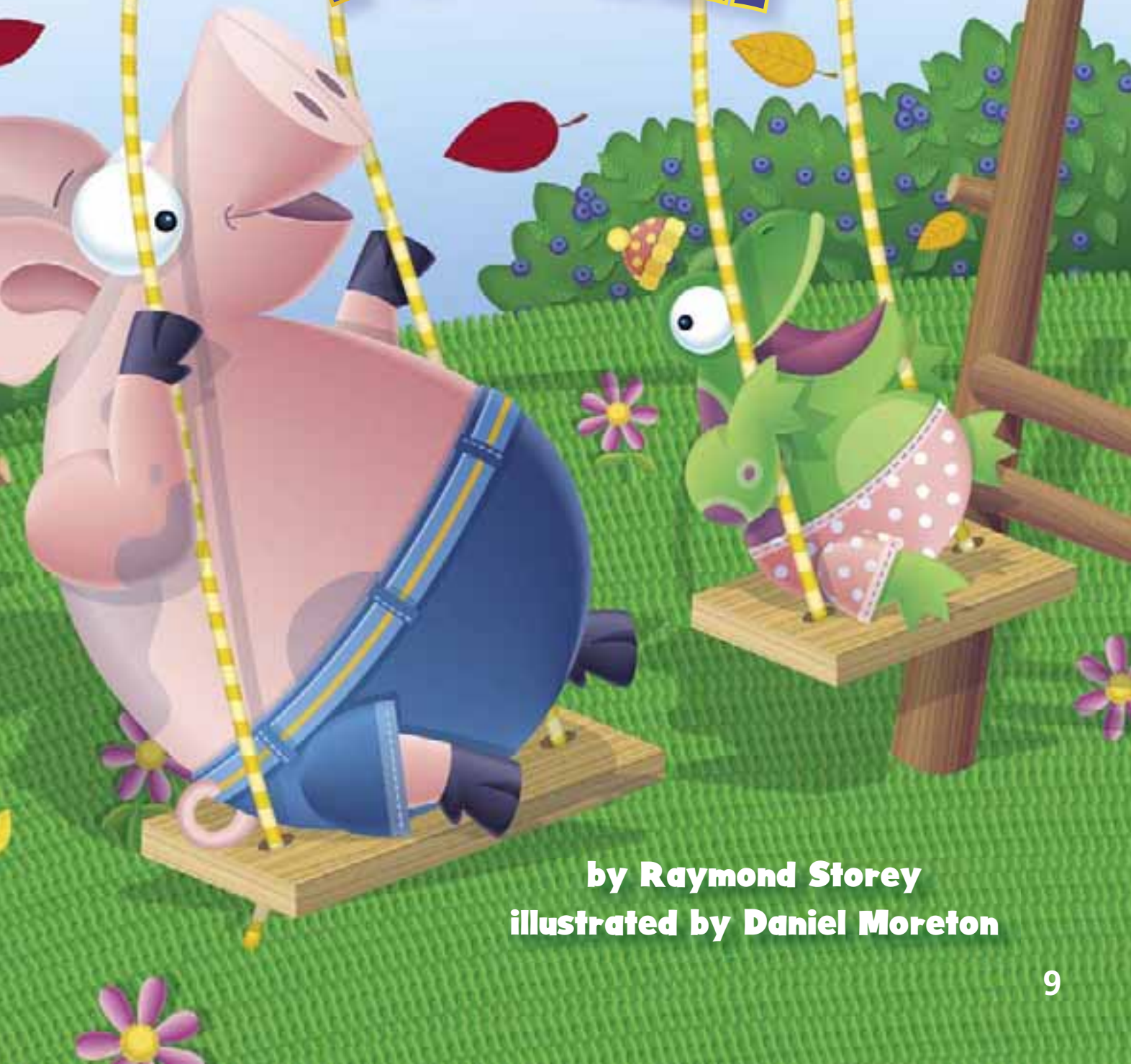


Read to Find Out

Will Cat's game
be good for all
the pals?



A Good Game for All



by Raymond Storey
illustrated by Daniel Moreton



"Let's **walk** over to see Cat," said Pig to Frog. "We **could all** play."

"**Oh**, yes," said Frog. "Let's go."



"**Hello**, Pig and Frog," said Cat. "I have a game for us. Let's **pull** on this and see who wins. Frog can pull with me."



Cat and Frog pulled and pulled.
But then Pig gave a big pull, and
down they went!



"This is not a good game for us," said Pig. "Let's play tag."

And that is what they did.



Comprehension

Genre

A **fantasy** is a made-up story that could not really happen.



Story Structure

Make Predictions

As you read, use your **Predictions Chart**.

What I Predict	What Happens

Read to Find Out

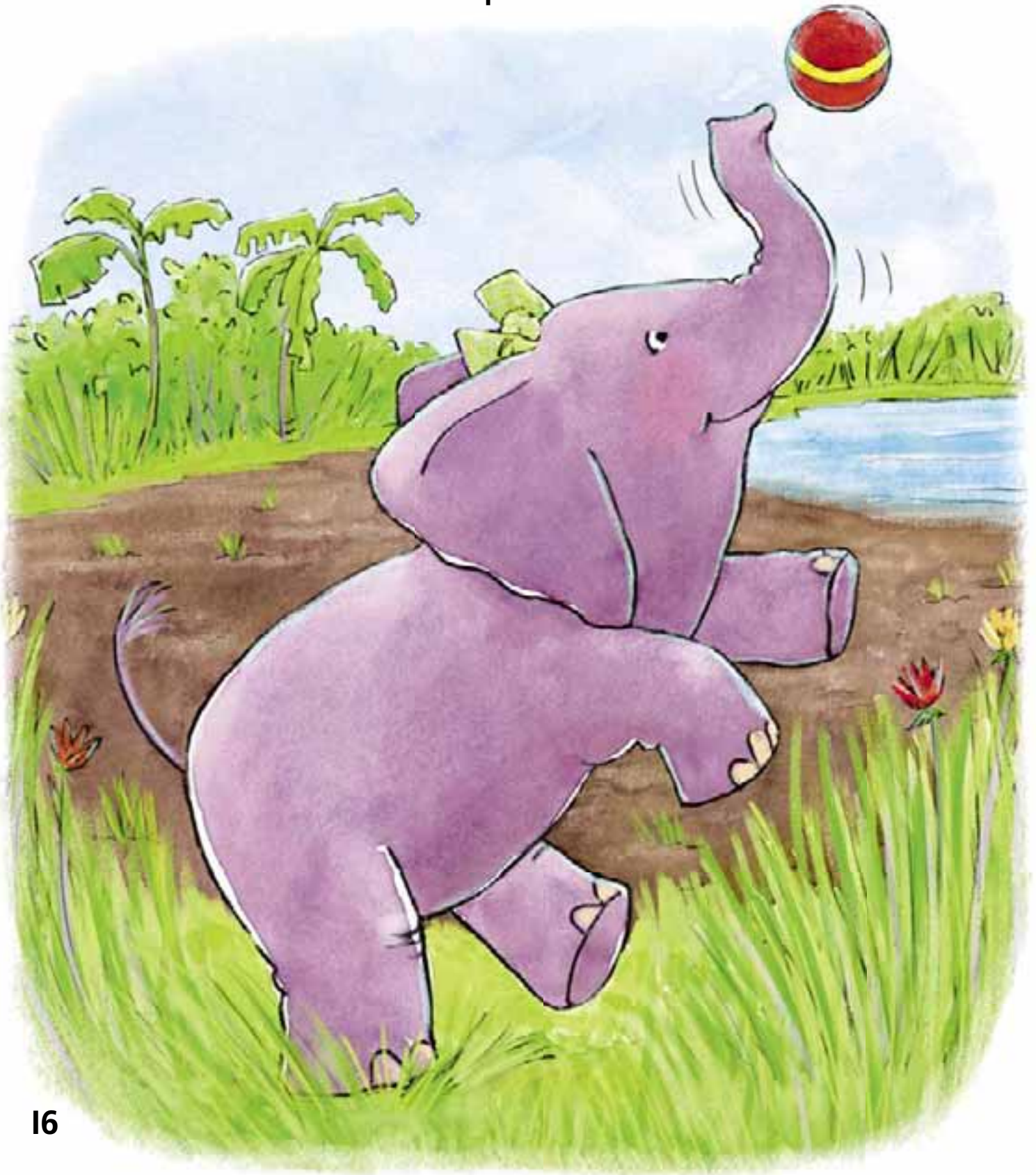
What game will Kate play?

Kate's Game



by Janie Bynum

Kate liked to make up games. Today, she had her red ball. She tossed it up. It landed on the tip of her trunk.



Tom came to see Kate.

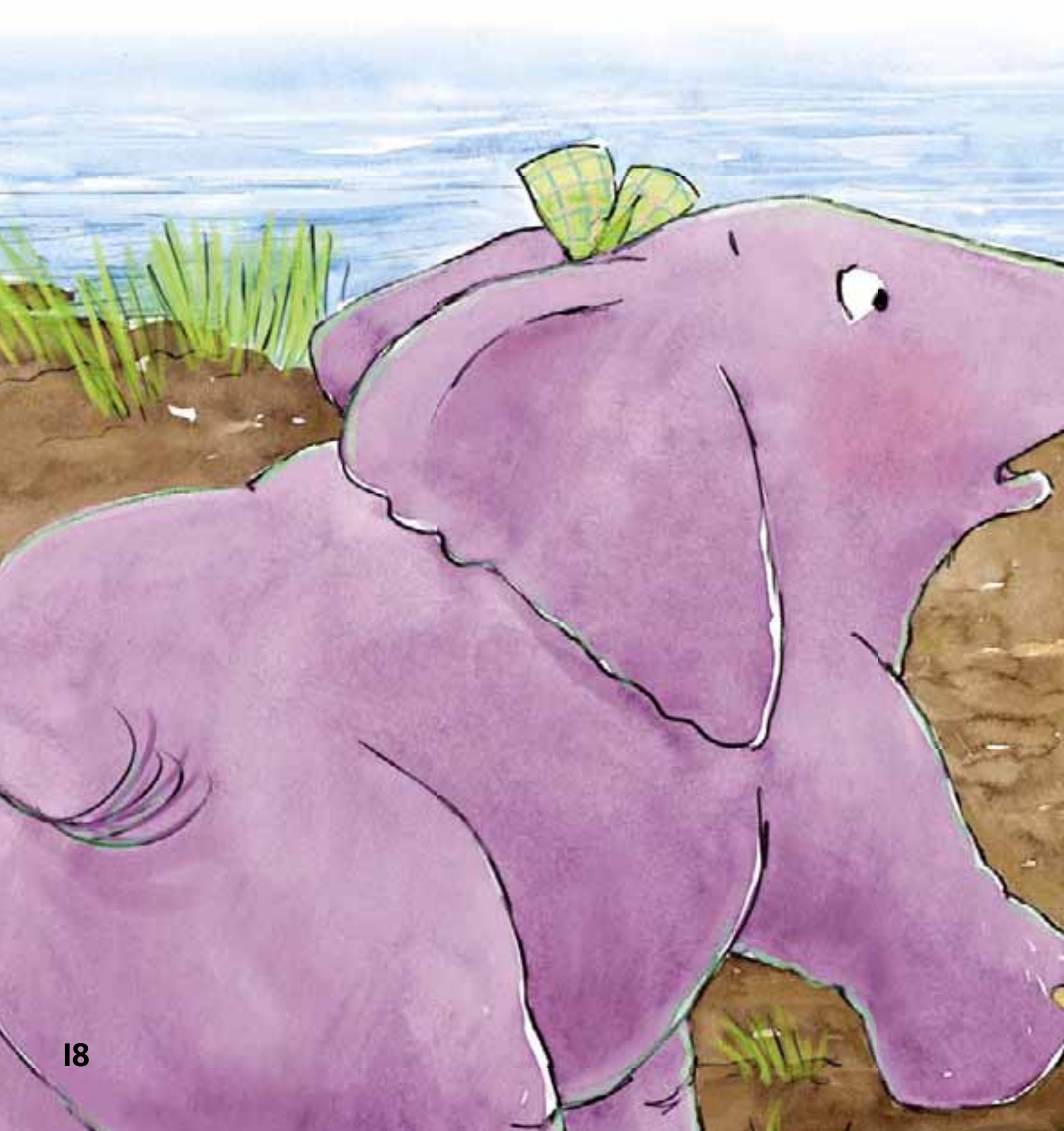
"**Hello**, Kate," he said. "You make up the best games. Can I play, too?"



Kate tossed the ball to Tom.

PLOP!

"**Oh**, no!" said Kate. "The ball is in the mud!"



"I **could** get it," said Tom. "Cats are little and fast. We can run on top of mud."

"You are brave," said Kate.



Tom ran to get the ball.

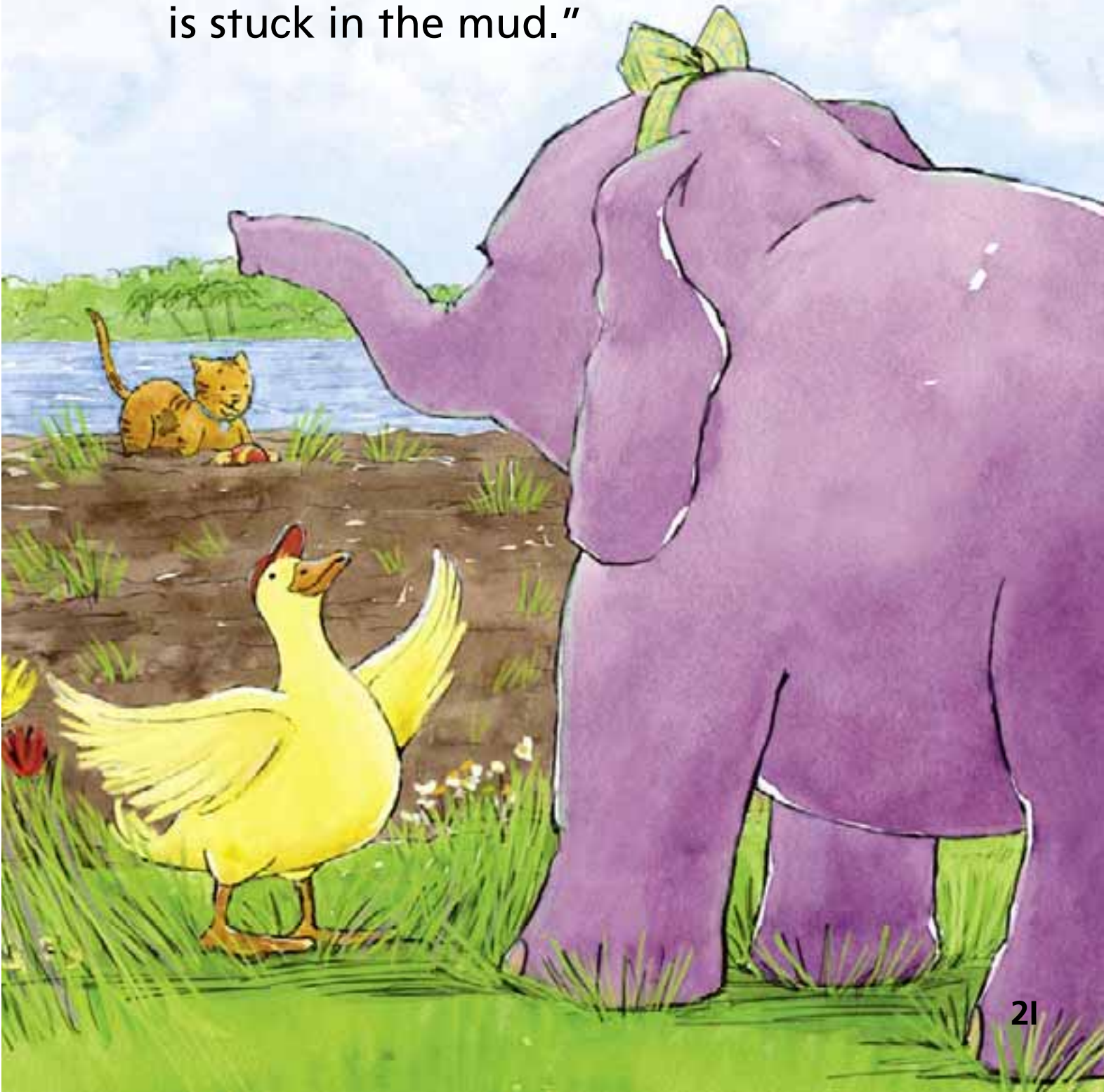
"Oh, no!" said Tom. "The ball is stuck and I am, too."



Jake came to see Kate.

"Hello, Kate," he said. "You make up the best games. Can I play, too?"

"It is not a game," said Kate. "Tom is stuck in the mud."



"I could help," said Jake. "Look at my feet. Ducks can **walk** on mud."

"You are brave," said Kate.



Jake went to help Tom.

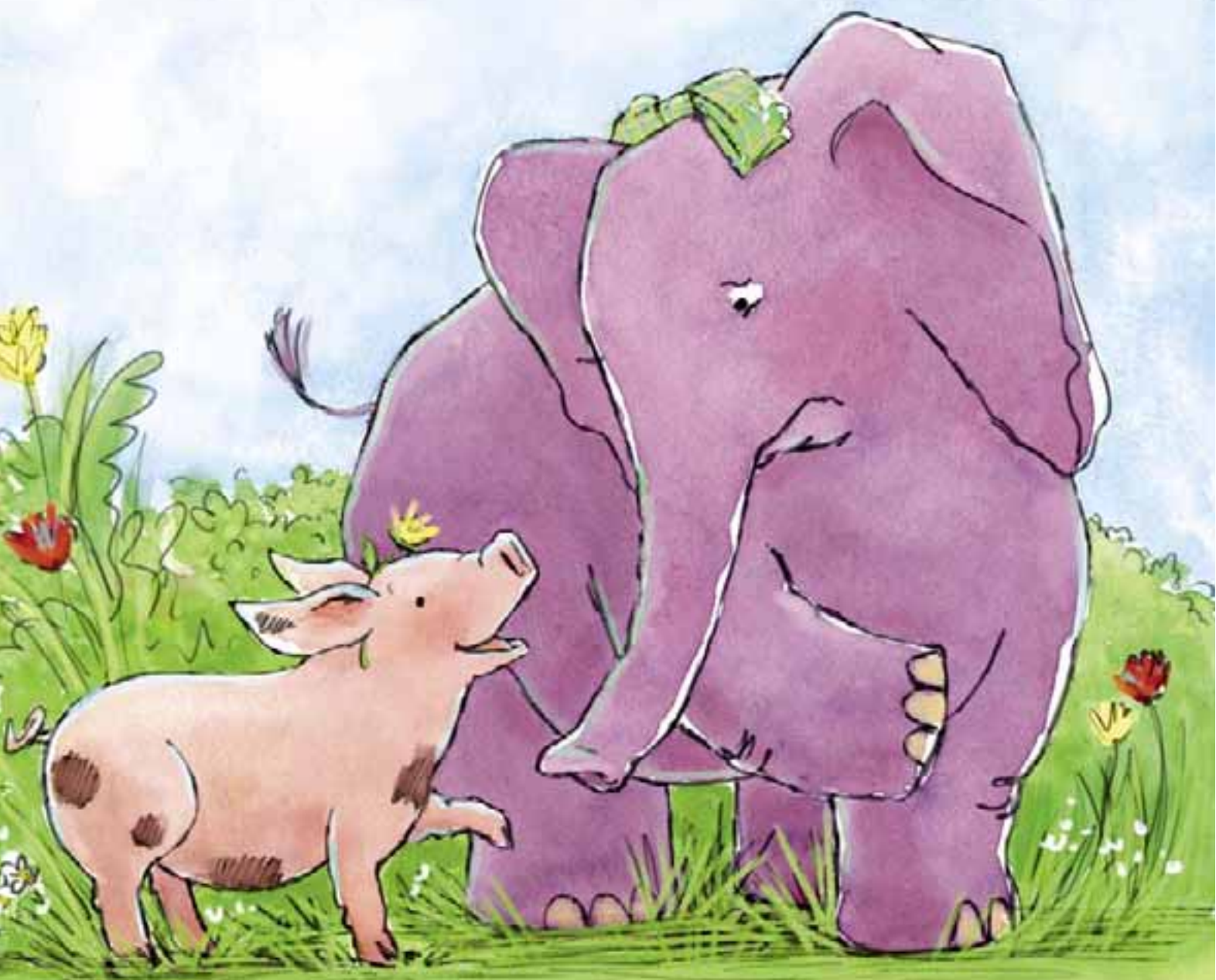
"Oh, no!" said Jake. "Tom is stuck
and I am, too."



Jane came to see Kate.

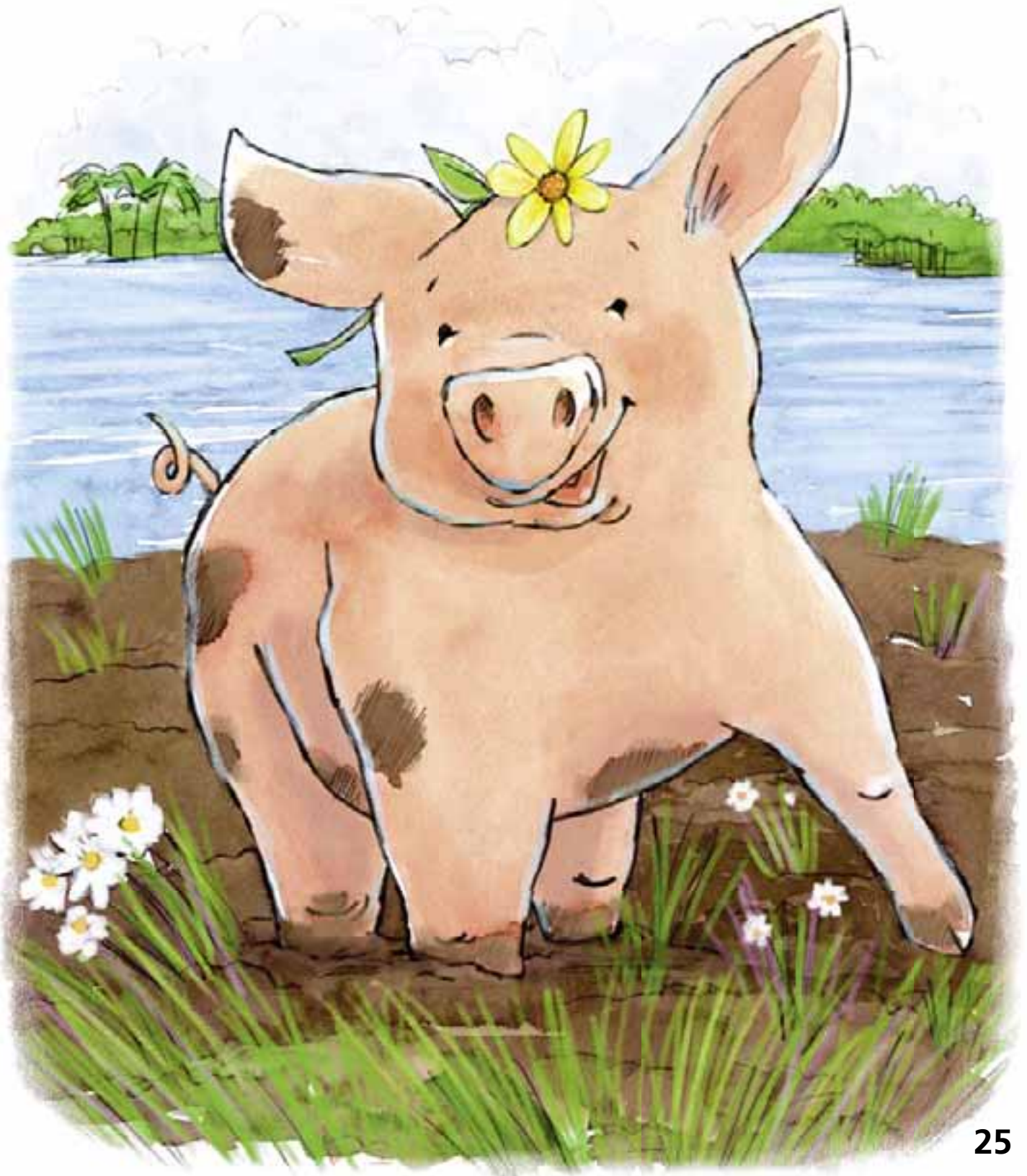
"Hello, Kate," she said. "You make up the best games. Can I play, too?"

"It is not a game," said Kate. "Tom and Jake are stuck in the mud."



"I could help," said Jane. "Pigs like mud. I can wade in it."

"You are brave," said Kate.



Jane went to help Jake and Tom.

"Oh, no!" said Jane. "Jake and Tom are stuck and I am, too!"



"I can help," said Kate. "Jane can grab my trunk. Jake can get Jane's tail. Tom can take Jake's wing. Now let's **all pull.**"



They all came out of the mud.

"That was not a very good game, Kate,"
said Tom and Jake and Jane.



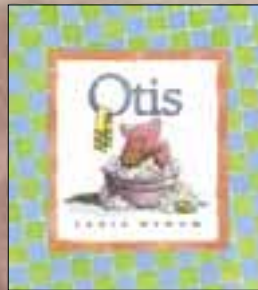
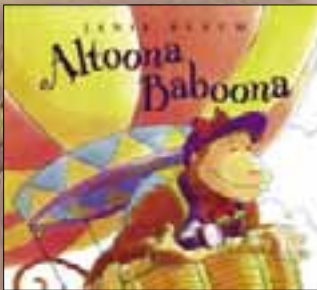
"No," said Kate. "But I have a much better one."

"Oh, Kate!" said her friends. "You make up the best games!"



Janie Bynum's Game

Janie Bynum says, "As a child, I was always playing in the mud and making messes. While making messes, I was usually making friends. At the end of the day, we'd spray ourselves with the water hose to get clean."



Other books
by Janie Bynum



Find out more about
Janie Bynum at
www.macmillanmh.com



Author's Purpose

Janie Bynum wanted to write about playing in the mud. Write about an animal that gets stuck in the mud.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What did you think Kate's game would be? What really happened?
2. What games do you like to play with friends?
3. How do you know Kate cares about her friends?
4. How are the friends in *Kate's Game* like the friends in "A Good Game For All"?

What I Predict	What Happens



Social Studies

Genre

Nonfiction gives information about a topic.



Text Feature

A **Map** is a drawing that shows where places are.

Content Words

address

city

post office



Find out more about mail at
www.macmillanmh.com

When You Mail a Letter



Liz wants to send a letter to her friend Meg.

In the letter, Liz tells Meg about her school.



Liz writes Meg's name and **address**. She adds the **city** and the state. She puts a stamp on it. Then she mails her letter.

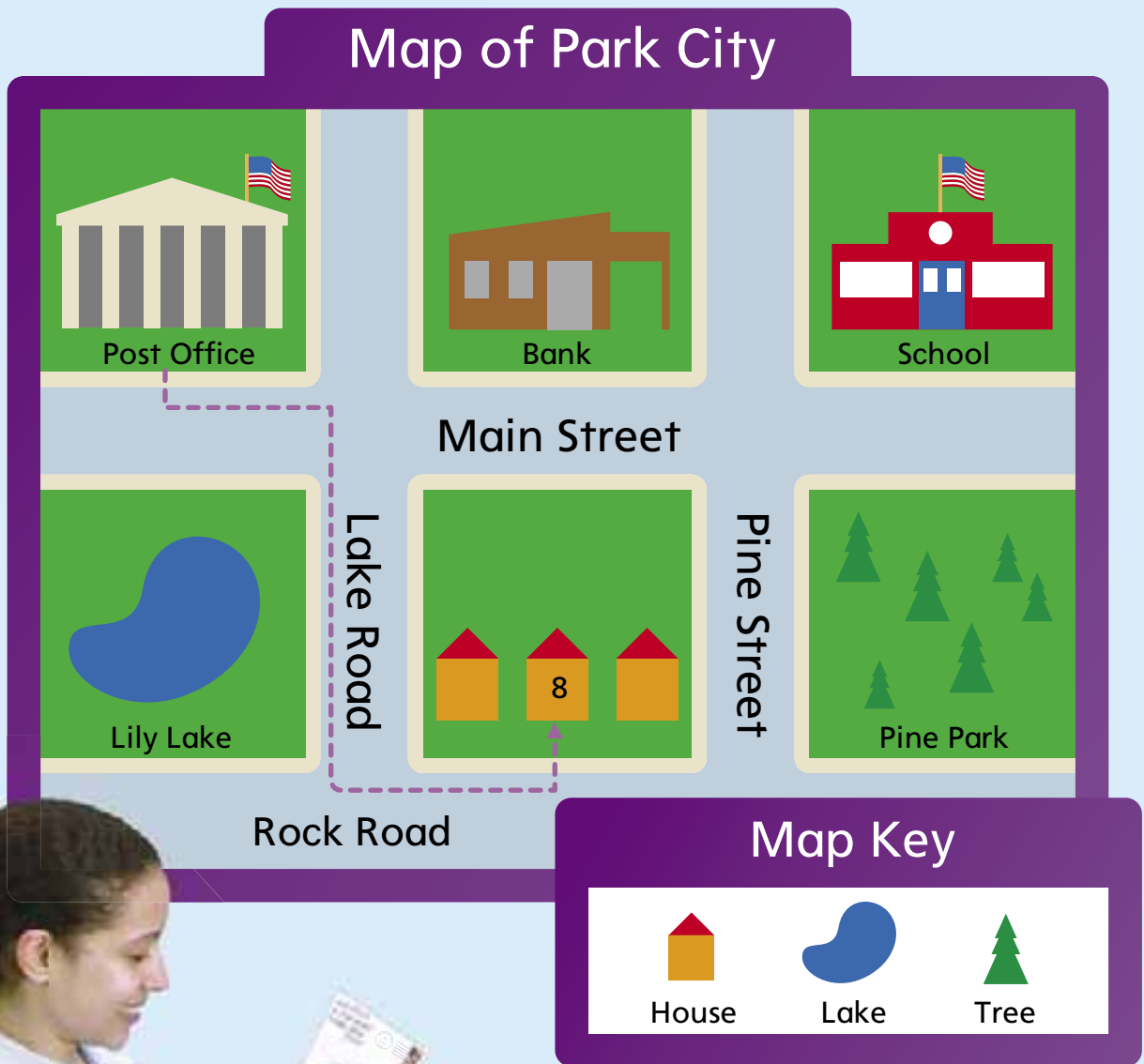
A truck will pick it up and take it to a **post office**. At the post office, letters are put into bunches.





Letters going to the same city go into one bunch. Then a plane takes Liz's letter away.

Now the letter goes to a post office in Meg's city. A mail carrier gets the letter. She looks at Meg's address.



Then she brings Meg the letter
from her friend!



Connect and Compare

What might Kate from *Kate's Game* say
in a letter to one of her friends?

Write a Letter

Writing

Verbs

A **verb** is an action word.

Ramon wrote a letter to a friend about a game.



Dear Greg,
I like playing with you!
It is fun when we kick the ball.

Your friend,
Ramon

Your Turn

Write a letter to a friend.
Tell what you like to do
together.



Writer's Checklist

- ☒ Did I use different kinds of sentences?
- ☒ Does each sentence have a **verb**?
- ☒ Did I use a comma after the greeting and the closing?

Your Turn

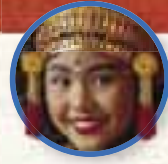
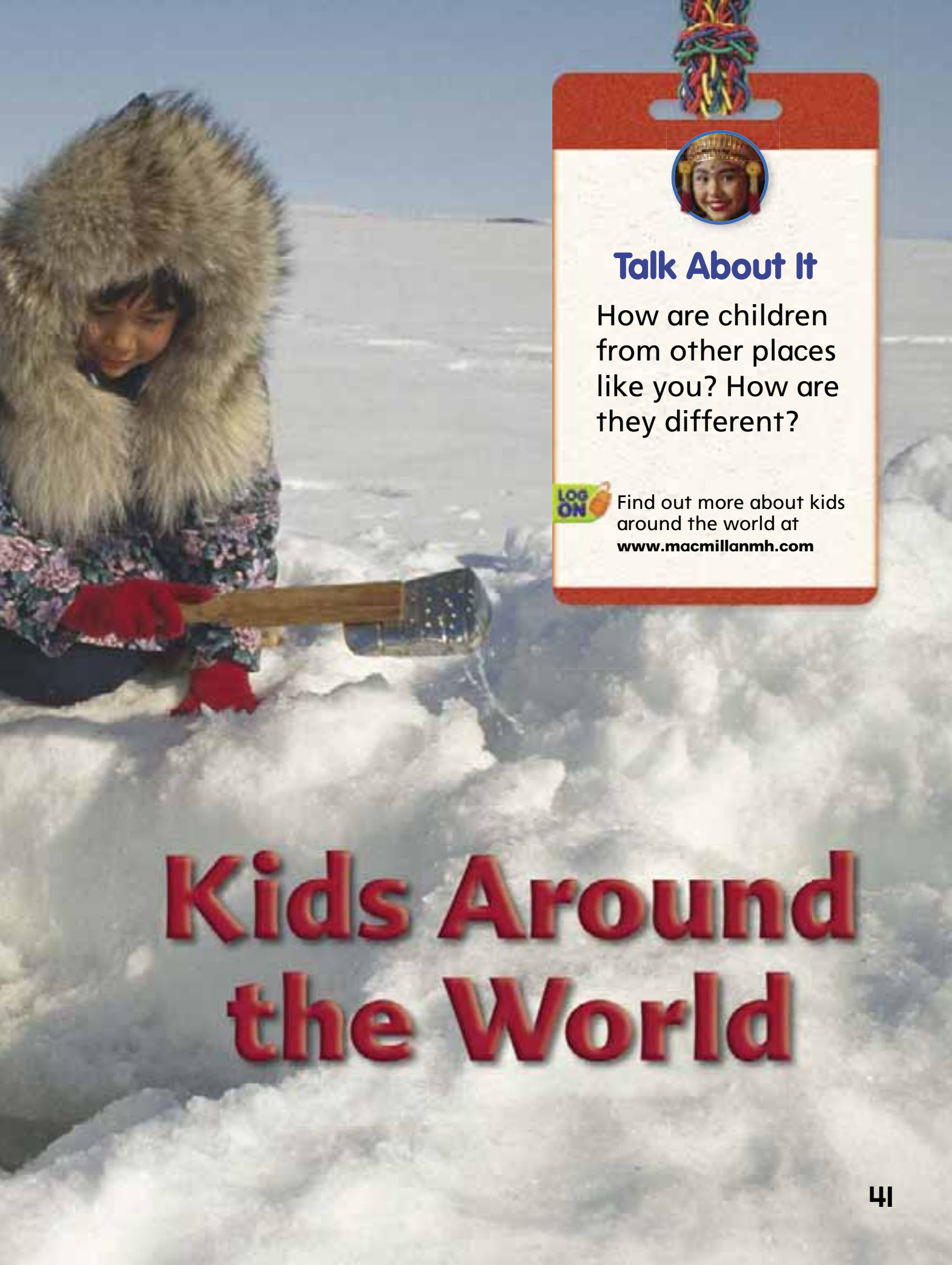
Write a letter to a friend.
Tell what you like to do
together.



Writer's Checklist

- ☒ Did I use different kinds of sentences?
- ☒ Does each sentence have a **verb**?
- ☒ Did I use a comma after the greeting and the closing?





Talk About It

How are children from other places like you? How are they different?



Find out more about kids around the world at
www.macmillanmh.com

Kids Around the World

Words to Know

girl
boy
together
when
people
care
water

sled
swim



Read to Find Out

How do kids
around the world
play?

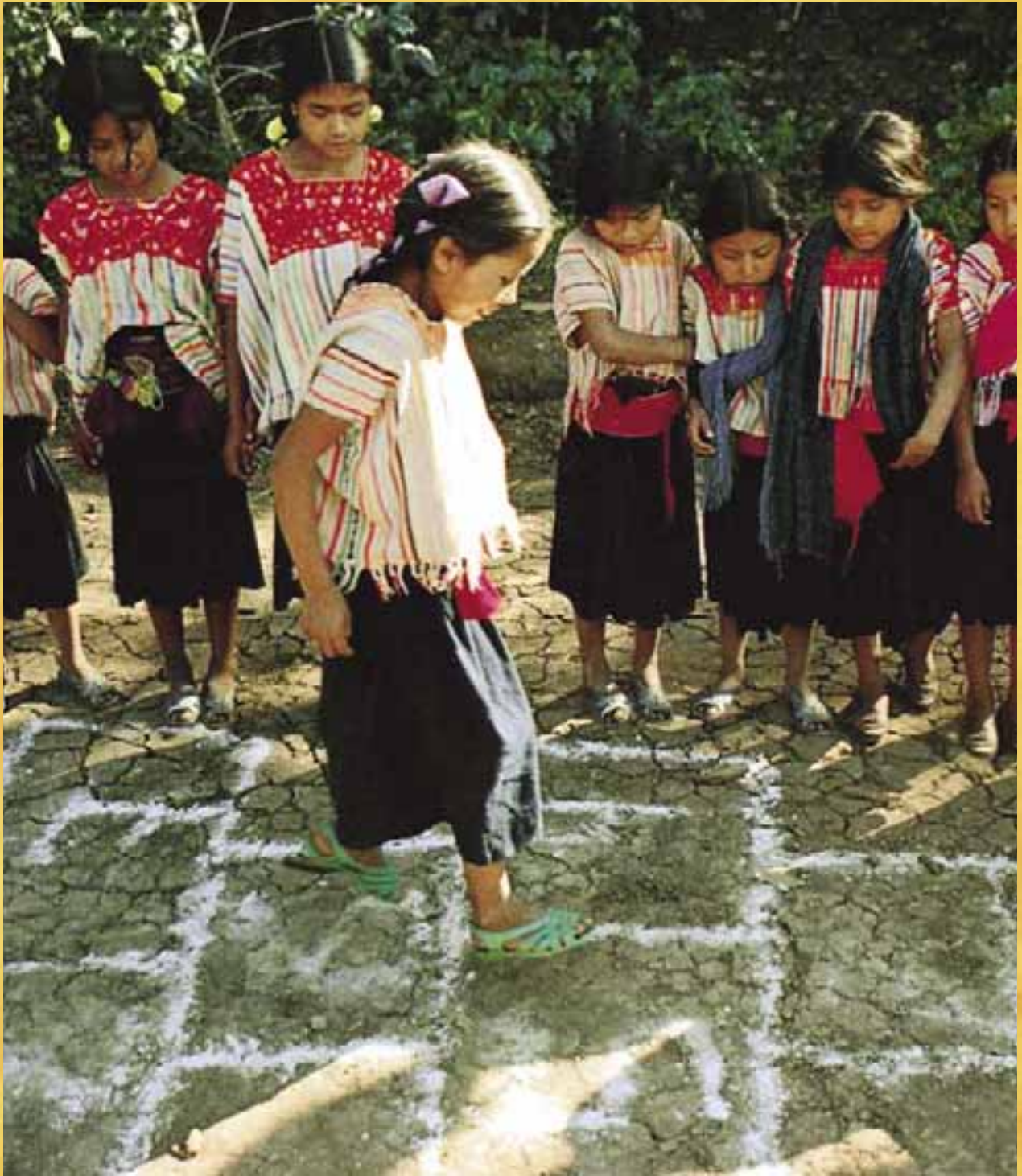


When Kids Play

by Linda Ortiz



Kids all over like to play!
Look at this **girl** hop. Do you
play this game, too?





Kids who live here sled a lot.
This **boy** and girl go down
the hill **together**.



When it's hot out, **people** here do not **care**. They can go for a swim. Kids can play in the **water**.

Kids all over like to play! Do you?



Comprehension

Genre

Nonfiction tells about real people and things.



Text Structure

Compare and Contrast

As you read, use your **Compare and Contrast Chart**.

Activity	Kids in One Place	Kids in Another Place

Read to Find Out

How do different kids help their families?



Kids Can Help

by Minda Novek



Kids all over like to help. This **boy** helps his dad cook. **Together** they will make something good to eat.



United States

This **girl** helps her mom bake bread. It smells good. It will taste good, too.



United States



Philippines

Kids can help wash. Where this girl lives, **people** go to the river to wash things. She takes a tub with her.



England

This boy is standing at his sink. He helps wash pots, plates, and cups. He uses **water** and lots of suds.

Where this girl lives, people get water at a well. She will help her mom bring it back home.



Burkina Faso

This boy helps his dad fish. They pick the big ones. Then they take them back home to eat.



Malaysia



United States

This boy takes **care** of his little brother. He helps him to get dressed.



Laos

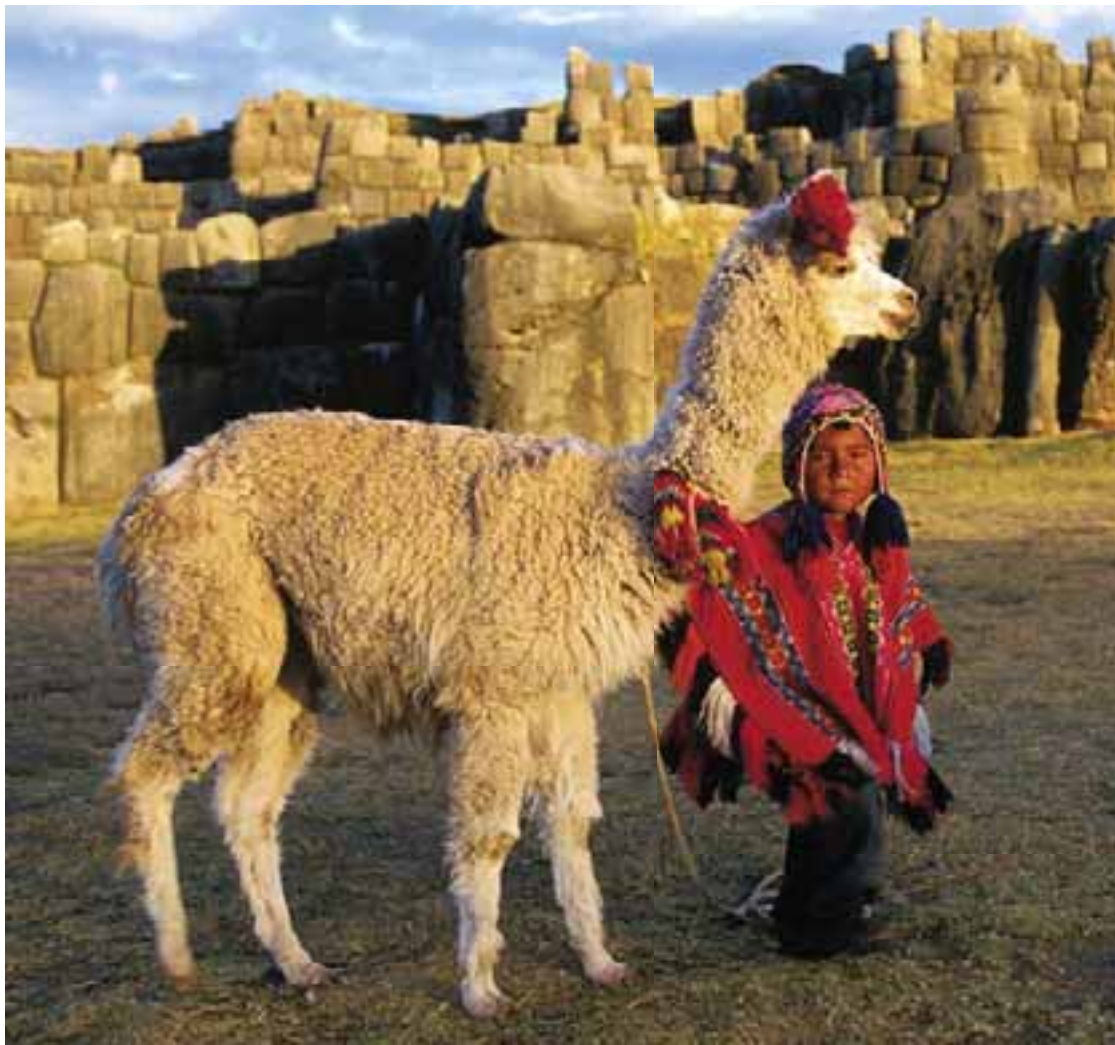
When this girl helps take care of her brother, she puts him on her back.

Here, animals pull big sleds. When they get back home, this girl helps. She takes them to be fed.



Norway

This boy helps take care of animals, too. He takes his llama for a walk.



Peru



Japan

This boy digs and digs. He makes a safe path. Now his mom and dad will not slip.



United States

This girl helps take care of the grass. She likes to rake the leaves. Swish, swish, swish!

Kids can help in the neighborhood, too. This boy and girl stack used cans and glass. They will take them to be recycled.



United States

This boy helps take care of plants.
He brings them water to drink.

Kids all over like to help! Do you?



United States

Minda Novek's World



Minda Novek says, "In my books, I like to write about how people live all over the world. I use pictures of real people. I try to show how their lives are like yours and how they are different, too."



Find out more about
Minda Novek at
www.macmillanmh.com

Author's Purpose

Minda Novek wanted to show how kids help. Show how you help. Write about your picture.





Comprehension Check

Retell the Selection

Use the Retelling Cards to retell the selection.



Retelling Cards

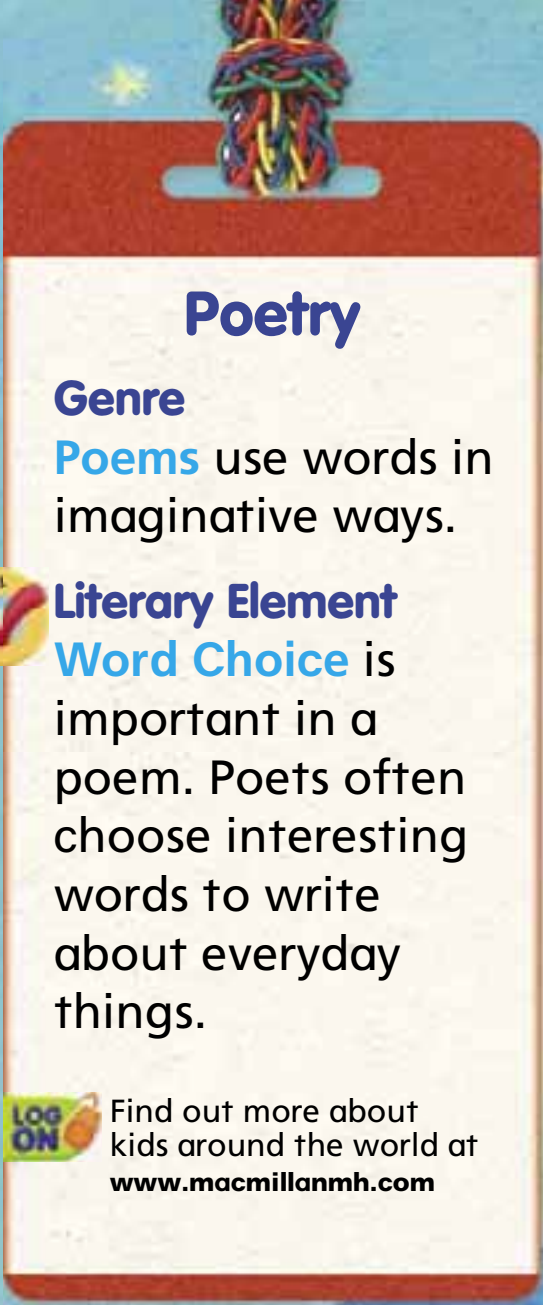
Think and Compare



1. What is the same about how the boy and girl are helping to wash things? What is different?
2. How do you help your family at home?
3. How do kids in different places help like you do?
4. What do the children in *Kids Can Help* and "When Kids Play" do that is the same? What is different?

Activity	Kids in One Place	Kids in Another Place





Poetry

Genre

Poems use words in imaginative ways.



Literary Element

Word Choice is important in a poem. Poets often choose interesting words to write about everyday things.



Find out more about kids around the world at www.macmillanmh.com

READ TOGETHER

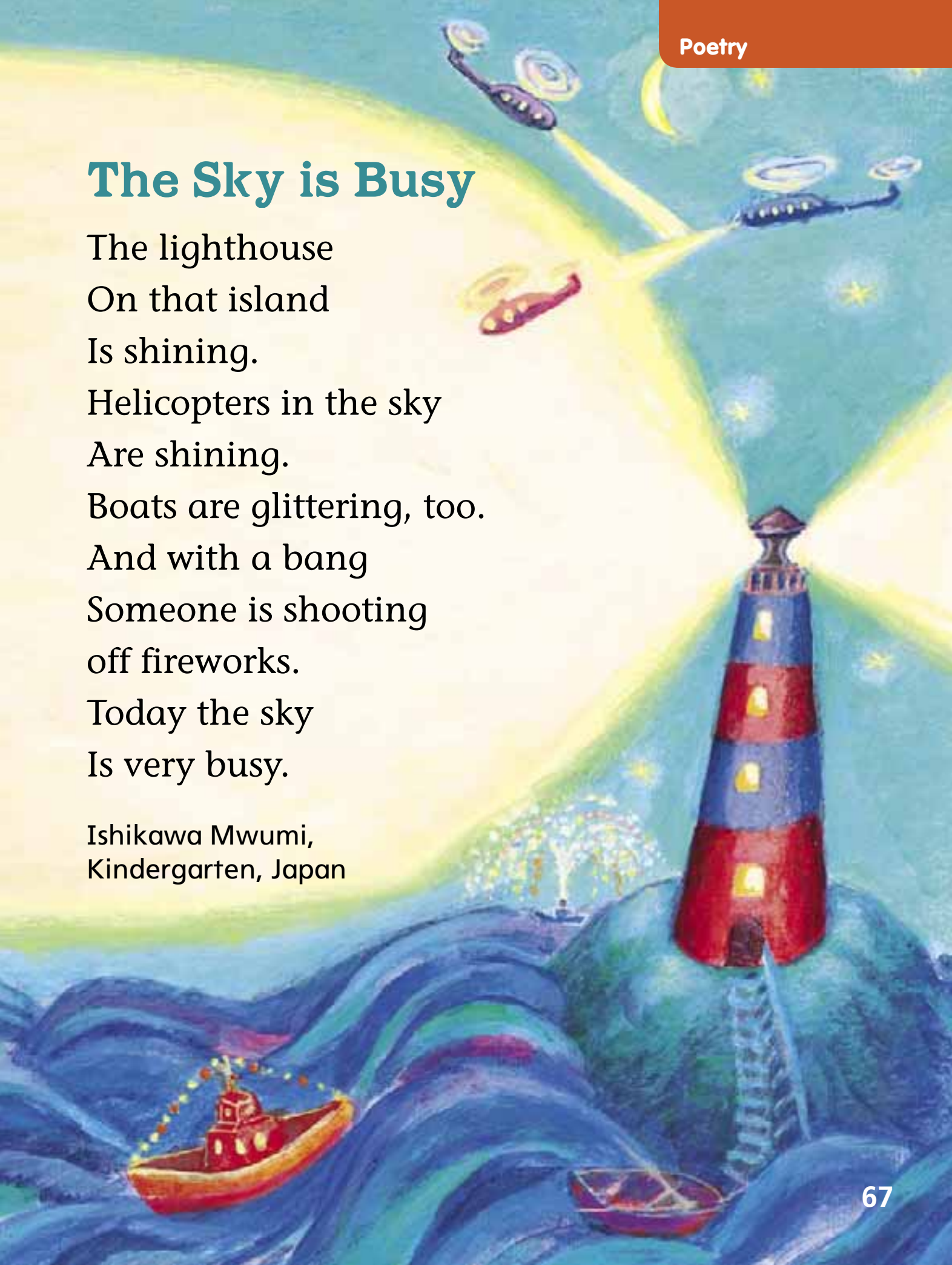
Poems by Kids

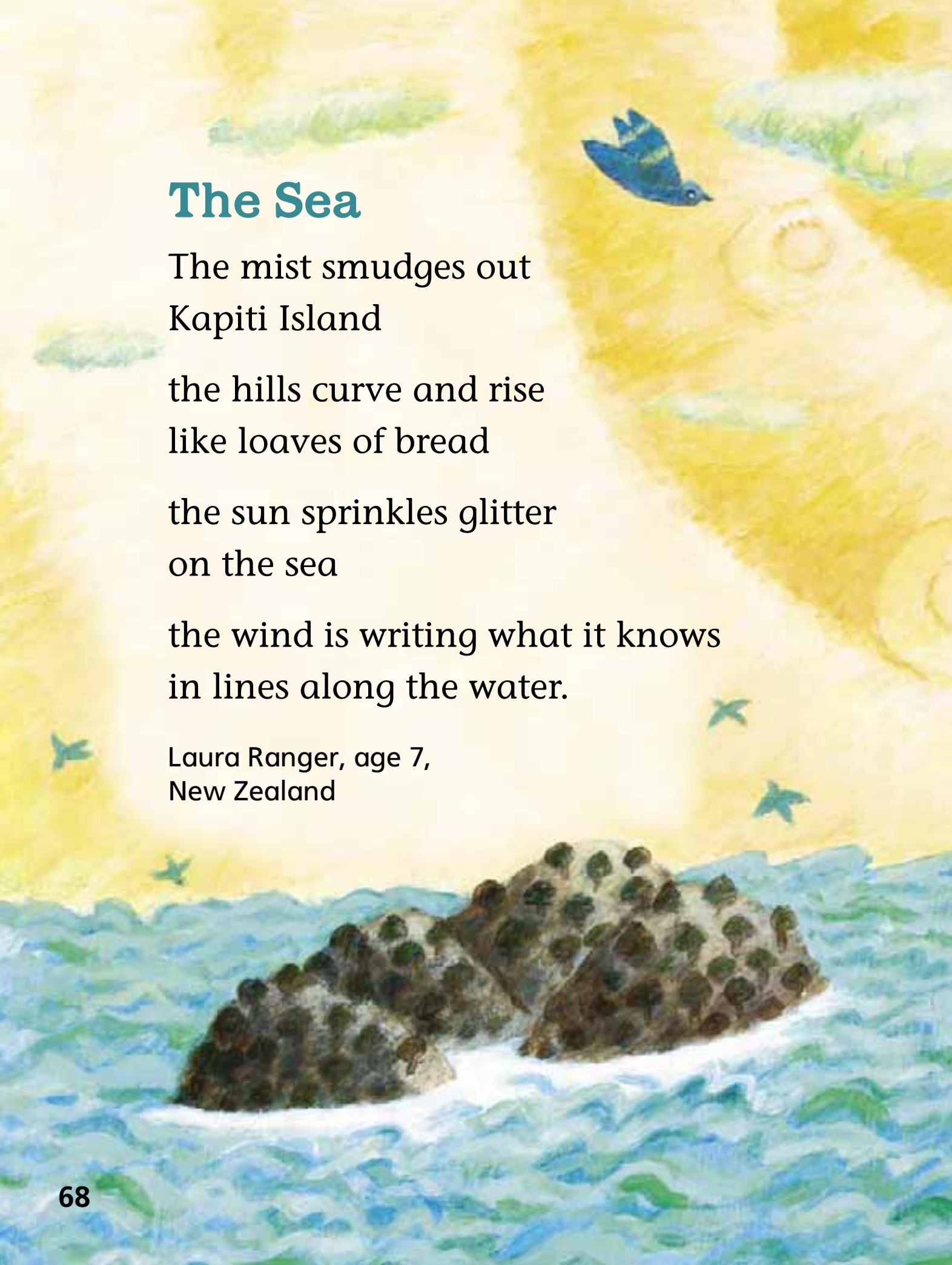
Kids everywhere write poetry. These kids found new ways to write about the sky, the sea, and the sun.

The Sky is Busy

The lighthouse
On that island
Is shining.
Helicopters in the sky
Are shining.
Boats are glittering, too.
And with a bang
Someone is shooting
off fireworks.
Today the sky
Is very busy.

Ishikawa Mwumi,
Kindergarten, Japan





The Sea

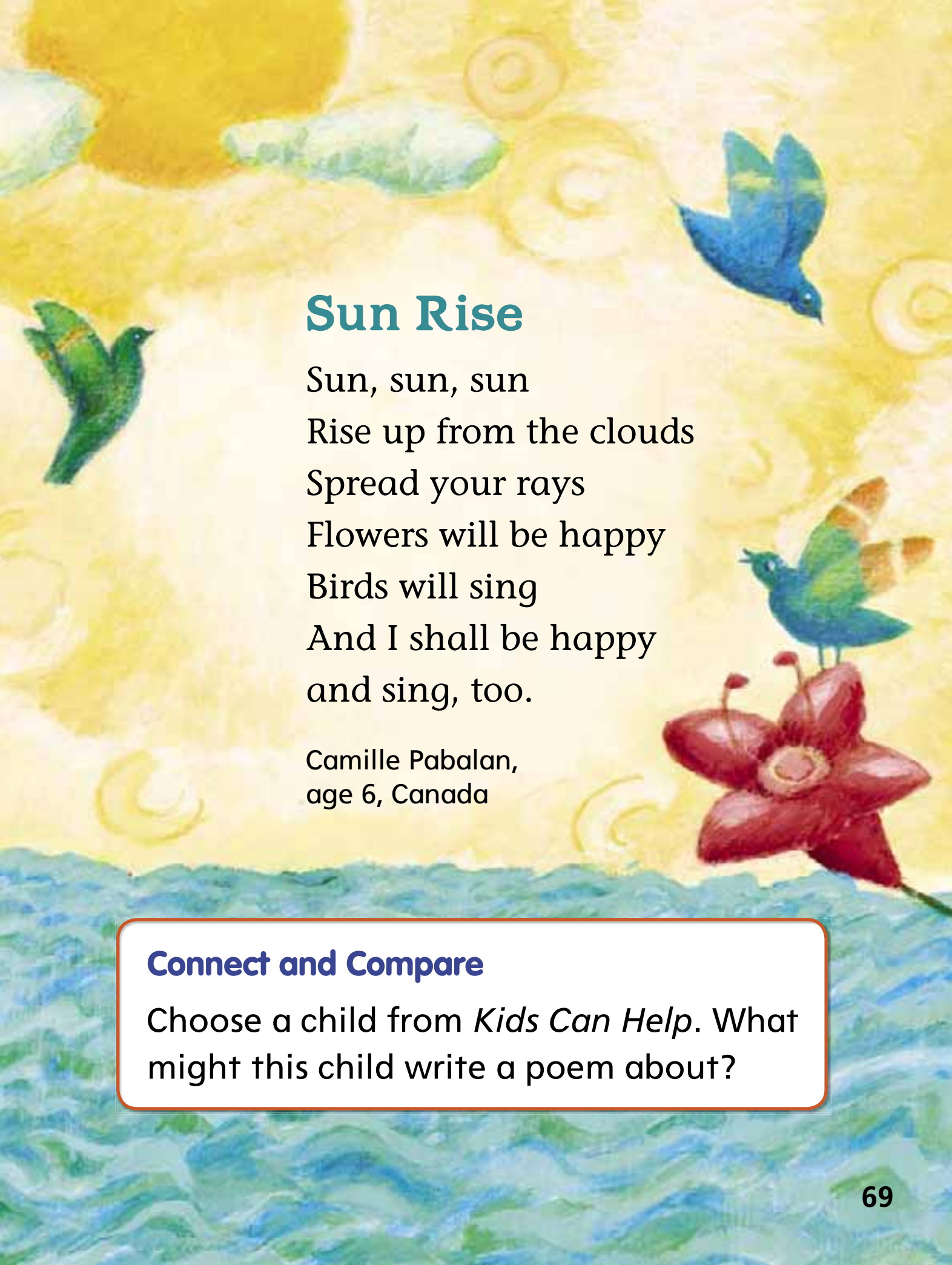
The mist smudges out
Kapiti Island

the hills curve and rise
like loaves of bread

the sun sprinkles glitter
on the sea

the wind is writing what it knows
in lines along the water.

Laura Ranger, age 7,
New Zealand



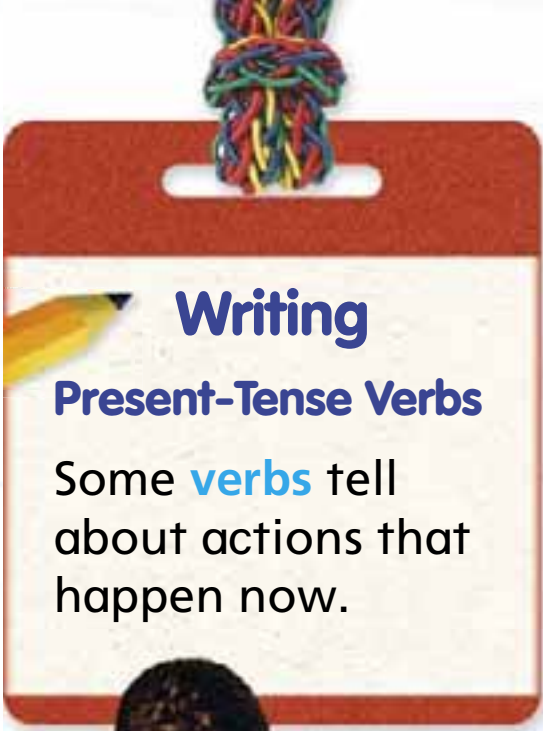
Sun Rise

Sun, sun, sun
Rise up from the clouds
Spread your rays
Flowers will be happy
Birds will sing
And I shall be happy
and sing, too.

Camille Pabalan,
age 6, Canada

Connect and Compare

Choose a child from *Kids Can Help*. What might this child write a poem about?



Writing

Present-Tense Verbs

Some **verbs** tell about actions that happen now.

Write About Helping

Michael wrote about helping at home.



I like the book Kids Can Help.

I like to cook.

The boy in the book cooks, too.

Your Turn

Write what you learned from
Kids Can Help.

Tell how you help at home.



Writer's Checklist

- ☒ Did I write some short sentences and some long ones?
- ☒ Did I use **verbs** that tell what happens now?
- ☒ Did I underline the book title?

Your Turn

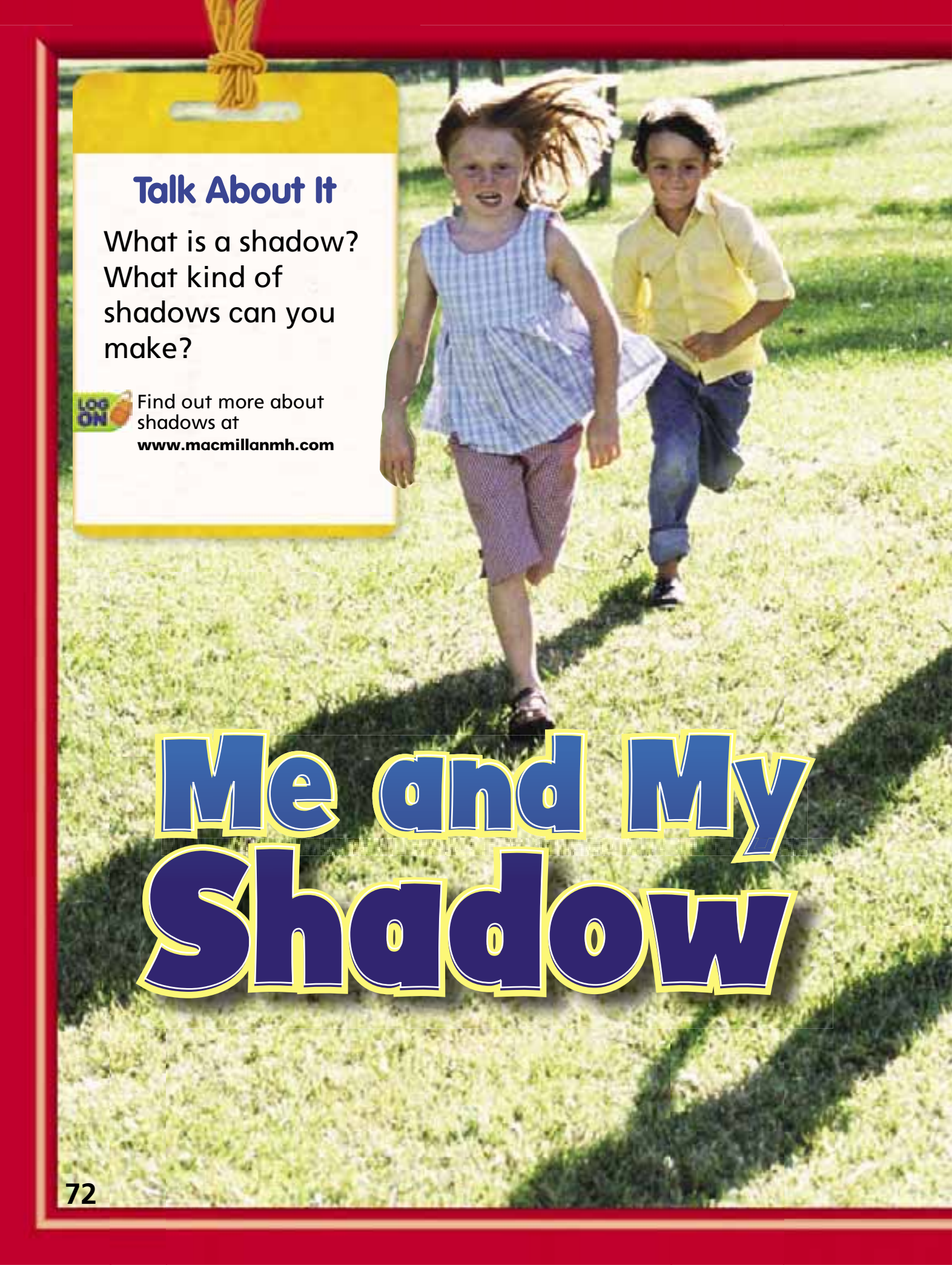
Write what you learned from
Kids Can Help.

Tell how you help at home.



Writer's Checklist

- ☒ Did I write some short sentences and some long ones?
- ☒ Did I use **verbs** that tell what happens now?
- ☒ Did I underline the book title?



Talk About It

What is a shadow?
What kind of
shadows can you
make?



Find out more about
shadows at
www.macmillanmh.com

Me and My Shadow



Words to Know

light
our
would
your
again

such
when



Light Game

We can play with **light**. Look at **our** hands. We can make shapes. It's such fun! We play when the sun is up.



Would you like to play?
Use **your** hands. Use the
sun. Make some shapes.
You can play **again**
and again.

Comprehension

Genre

A **Nonfiction Article** gives information about a topic.



Text Structure

Main Idea and Details

Look for details that explain how shadows change.



Short Shadows, Long Shadows

What makes your shadow get big and little?

Our shadows walk with us. They jump with us. But they change in ways that we do not.



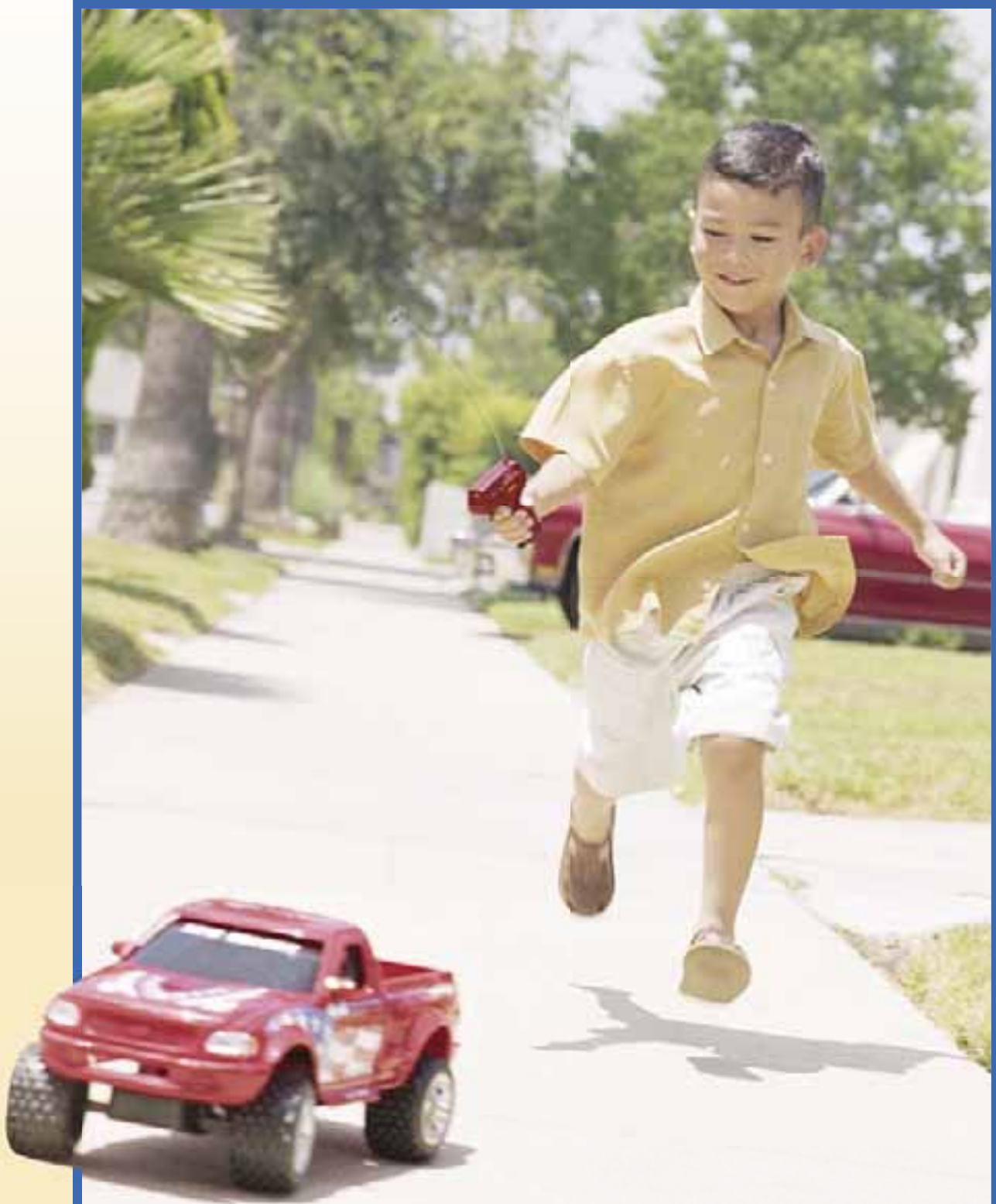
Light makes shadows. When light hits you, a shadow falls.

Your shadow can be long or short. What makes this happen?

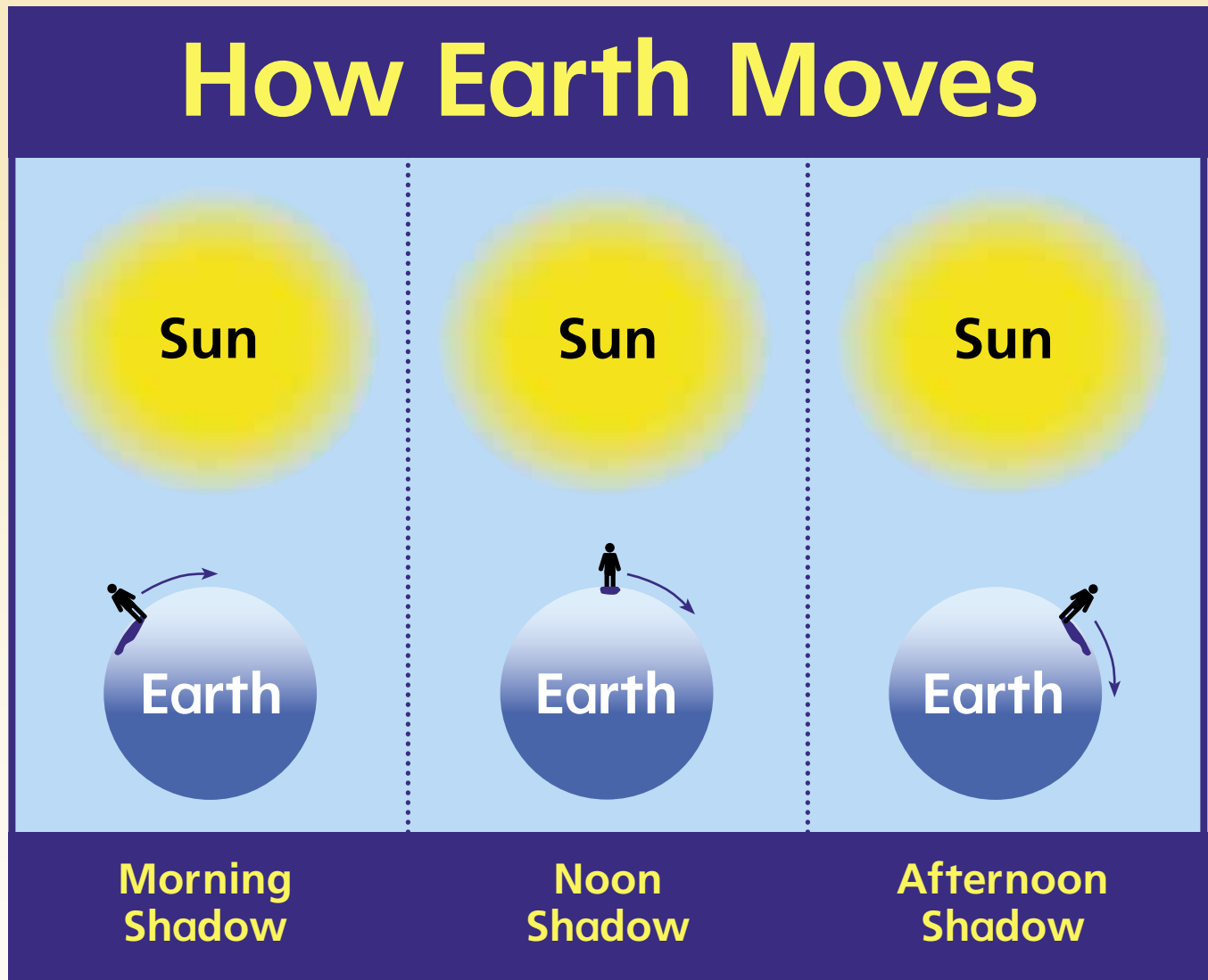
When light changes, shadows do too. Light from the sun changes all day. When you wake up, the sun is low. It makes a long shadow.



When you eat lunch, the sun is way up in the sky. Now, the sun makes short shadows.



The sun looks like it moves.
But it does not. Earth does.



All day and night, Earth spins.
That makes the sun look like it
is going up and down.



In the afternoon, the sun gets lower **again**. Look at these shadows. Which **would** you see in the late afternoon?



When would your shadow be very long? How could you get your shadow to be in back of you? Go out in the sun and check!





Comprehension Check

Tell What You Learned

What did you learn about shadows and the sun?

Think and Compare



1. How do shadows change during the day?
2. How can you make shadows indoors?
3. Besides your own shadow, what shadows do you see? What are they like?
4. What time of day do you think would be the best to play the game in "Light Game"?

READ TOGETHER

**Test Strategy****Think and Search**

Find the answer
in more than
one place.

The Sun



Every morning, we see the sun come up. All day we see it up in the sky. It gives Earth light so people can see. It gives Earth heat.

Every afternoon, we see the sun go down. When the sun sets, it gets dark outside. Soon, it will be time to sleep.



Directions: Answer the questions.

1. What is the story MAINLY about?



2. What does the sun give Earth?

- ☐ It gives Earth heat and light.
- ☐ It gives Earth dark and light.
- ☐ It gives Earth sleep and sky.

Tip

Keep reading to
find the answer.

3. What is it time to do after the sun sets?

- ☐ It is time to get warm.
- ☐ It is time to eat lunch.
- ☐ It is time to go to sleep.



Write About Day and Night

Julie wrote about how the night looks.



NIGHT

Night is dark.

The moon and stars shine.

They light up the dark sky.

Your Writing Prompt

What does daytime look like?

What does it feel like?

Write three or more sentences that describe daytime.

Writer's Checklist

- ☒ Did I use details in my writing?
- ☒ Will my readers understand my description?
- ☒ Do all my sentences end with a punctuation mark?

Your Writing Prompt

What does daytime look like?

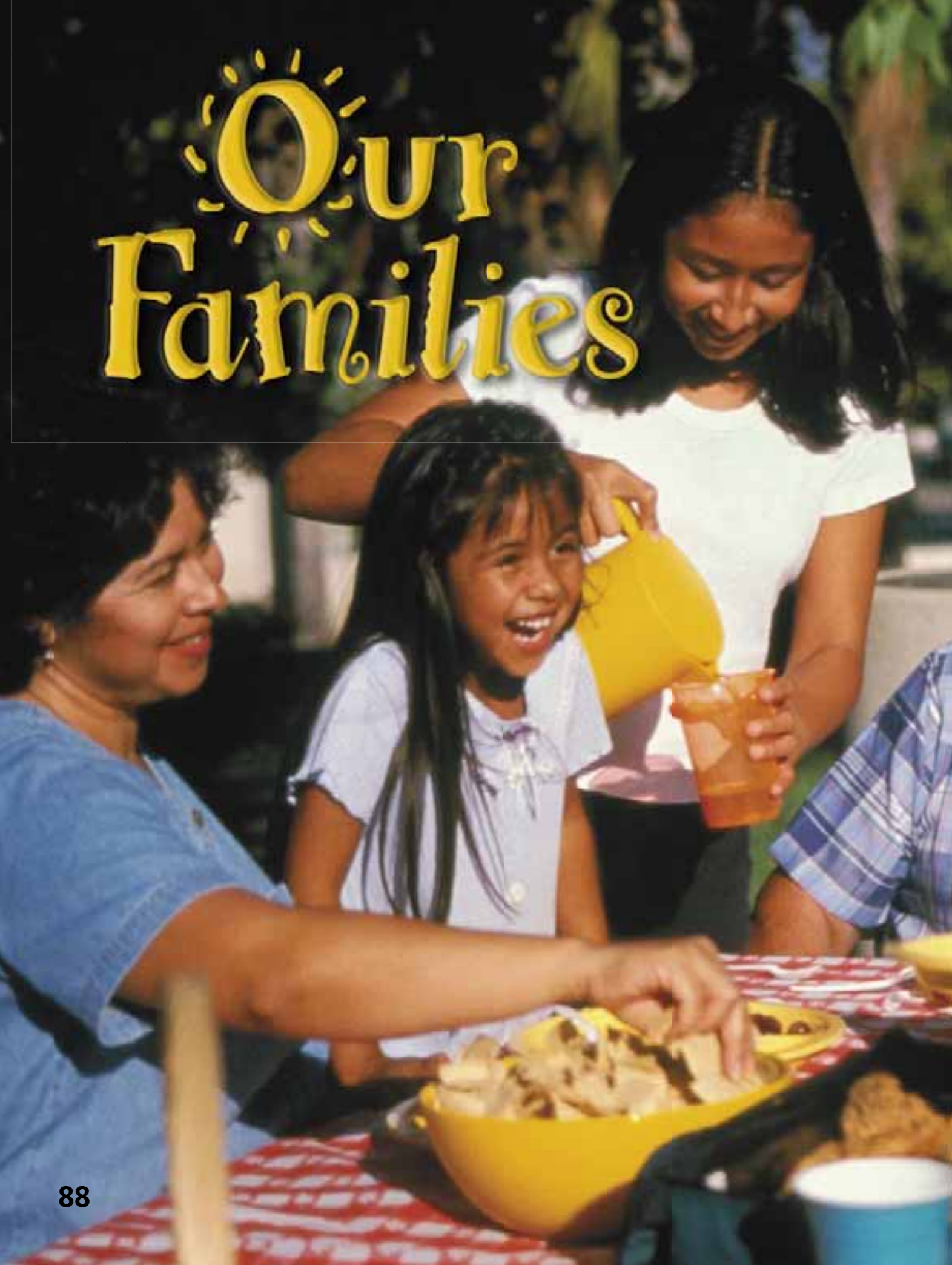
What does it feel like?

Write three or more sentences
that describe daytime.

Writer's Checklist

- ☒ Did I use details in my writing?
- ☒ Will my readers understand my description?
- ☒ Do all my sentences end with a punctuation mark?

Our Families





Talk About It

What is a family?
How are families
alike and different?



Find out more about
families at

www.macmillanmh.com



Words to Know

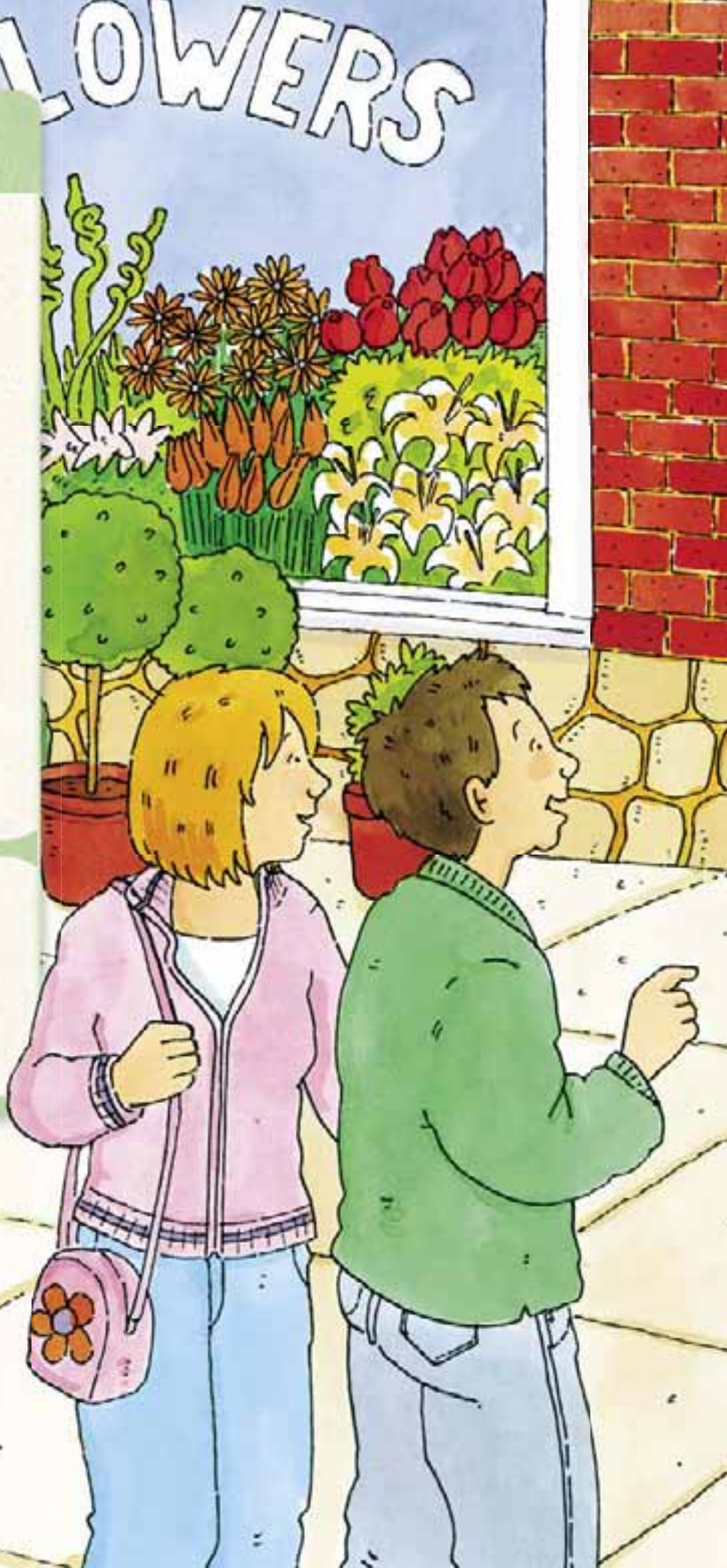
how
there
so
more
funny
call

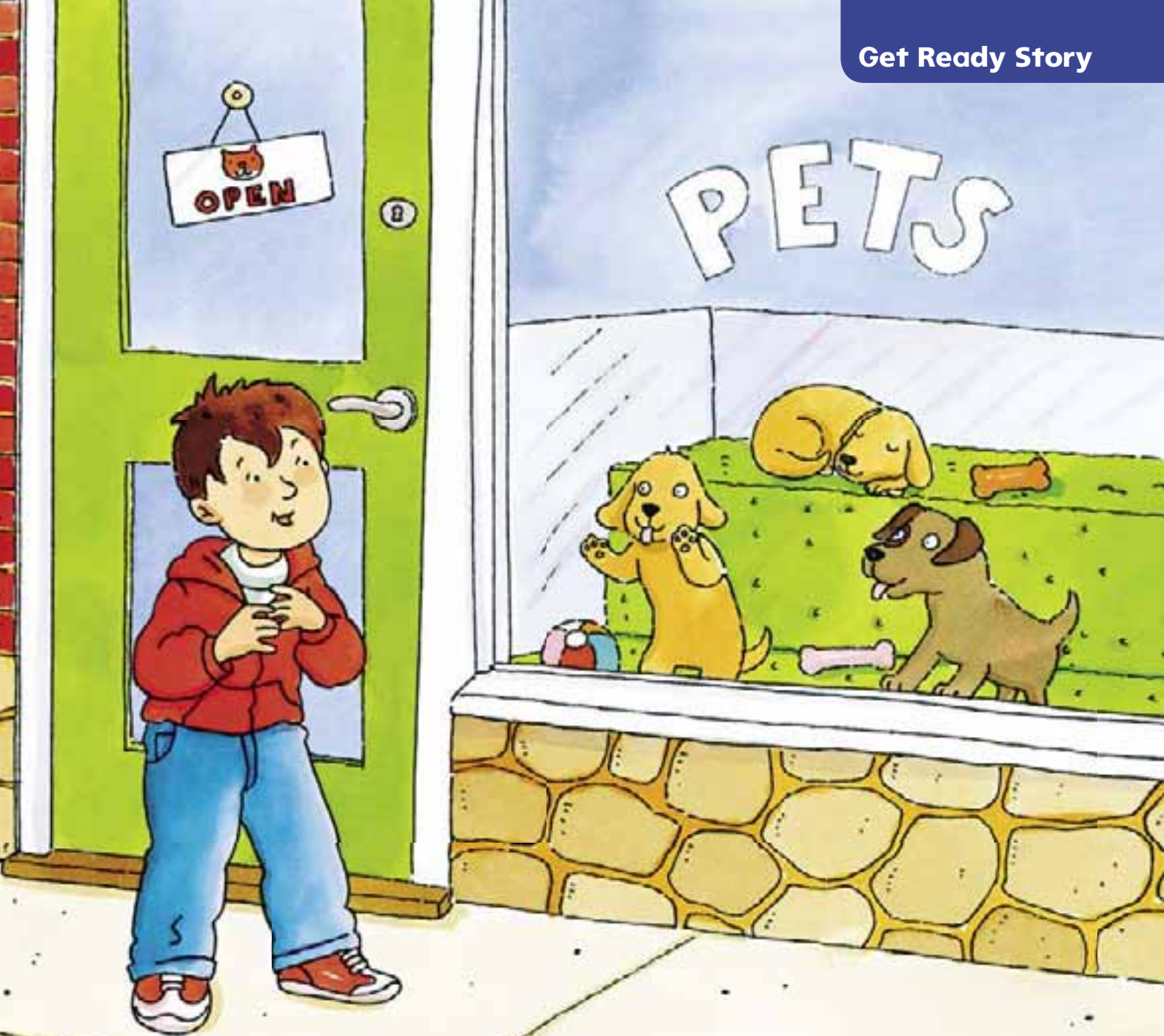
time
fine



Read to Find Out

Which dog will
Ike pick?



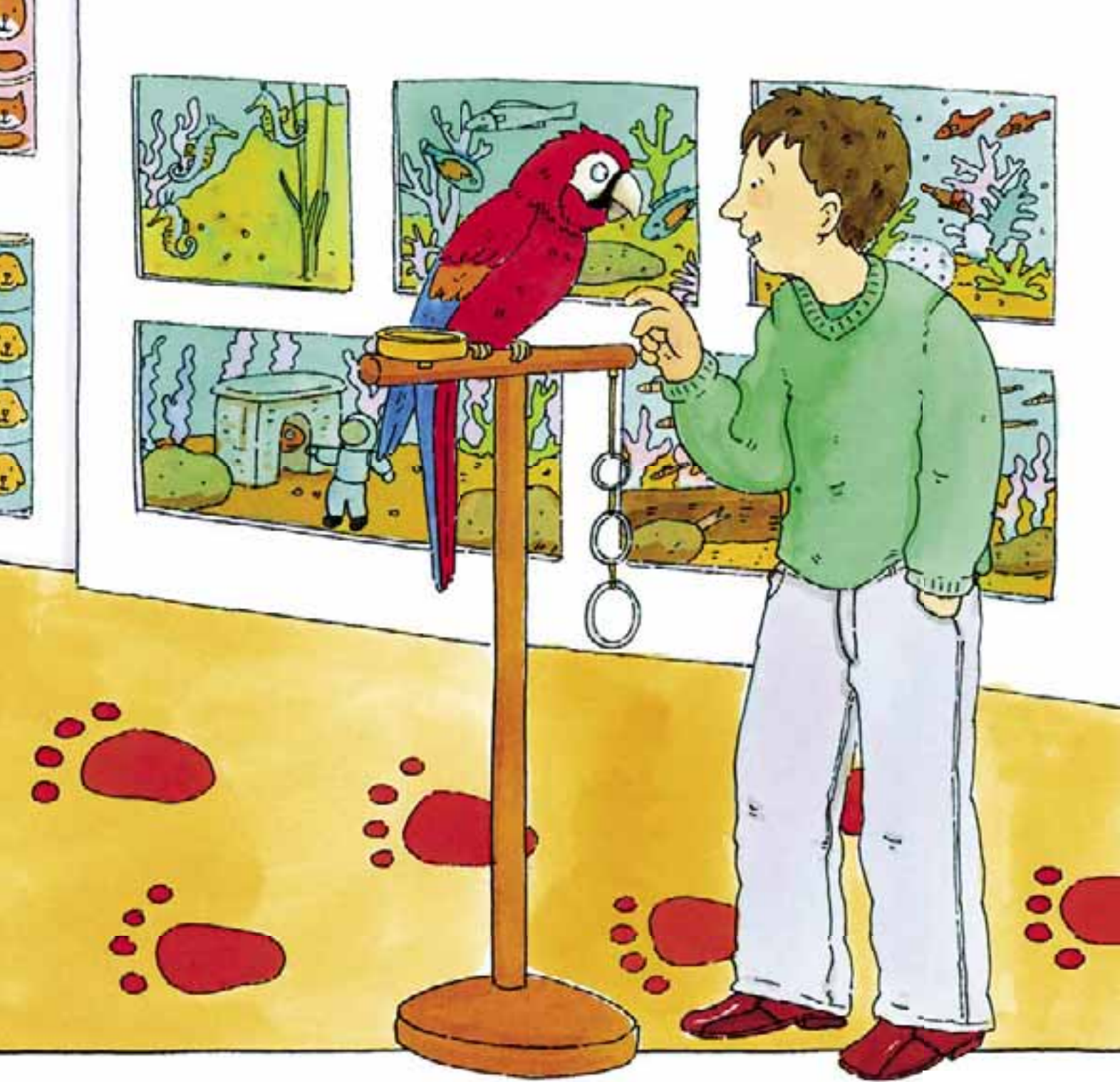


A Funny Dog for Ike

by Linda B. Ross
illustrated by Anthony Lewis



Ike: **How** will we pick out the best dog for us? **There** are **so** many dogs here!



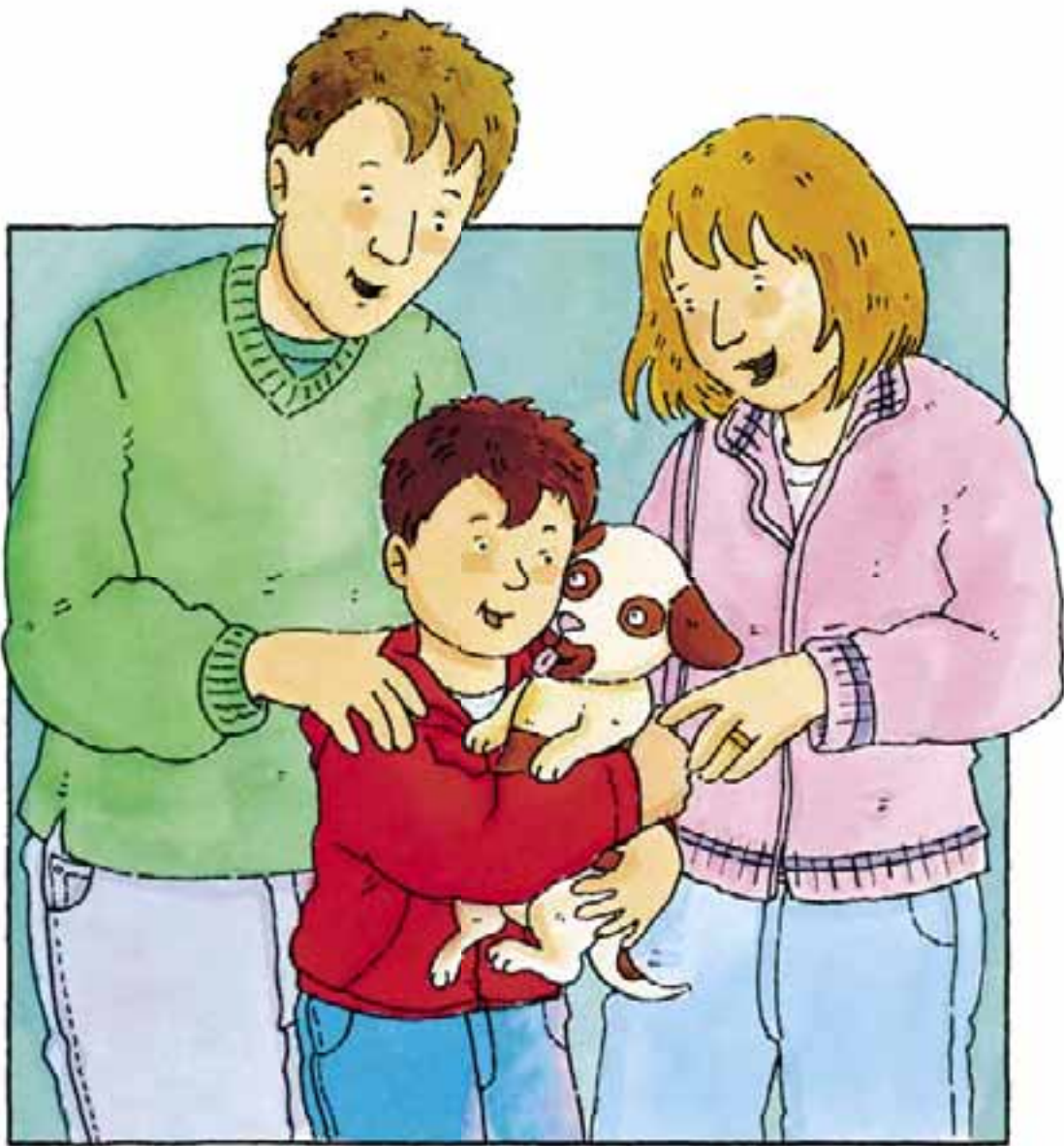
Dad: Let's take our time. We will see one that we like **more** than the rest.



Ike: I like this **funny** little dog!
I think he likes me, too!



Mom: Then this must be the one!



Mom: He looks like a fine dog to me.



Ike: Let's **call** him Wags!

Comprehension

Genre

A **play** is a story that can be acted out.



Ask Questions

Make Predictions

As you read, use your **Predictions Chart**.

What I Predict	What Happens

Read to Find Out

Who will make Mike smile?

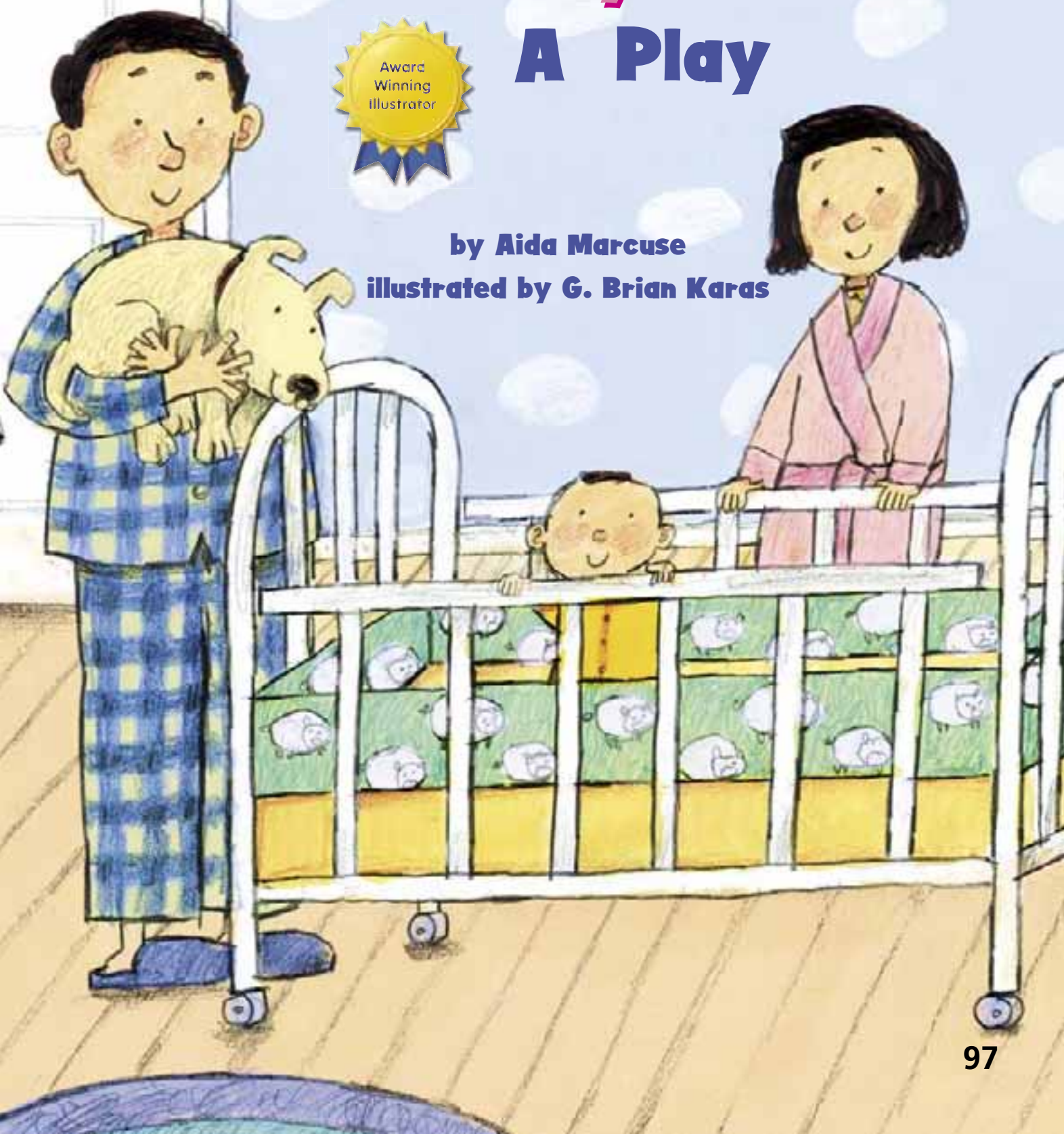


Smile, Mike!

A Play



by Aida Marcuse
illustrated by G. Brian Karas



Meet the Characters



Mike



Spike



Juan



Ana



Mom



Dad



Gram



Pops





Mike: Wa! Wa! Wa!



Mom: Here we are, Baby Mike.



Dad: Did you **call** us? Are you hungry?



Mom: No, he just had a fine snack.



Mike: Wa! Wa! Wa!



Ana: Why is Mike **so** sad?



Juan: Let's make him happy.
Do you want this cat, Mike?



Mike: No! No! No cat!



Ana: Let's sing. **A - B - C - D -
E - F - G - H - I -**



Dad: **J - K - L - M - N - O - P -**



Juan: **Q - R - S - T - U - V - W -
X - Y - Z.**



Mike: No! No! No sing!



Gram: Why is our little Mike so sad?



Mike: Wa! Wa! Wa!



Pops: **How** can we make him smile?



Gram: Let's clap hands!



Pops: Clap with us, Mike.



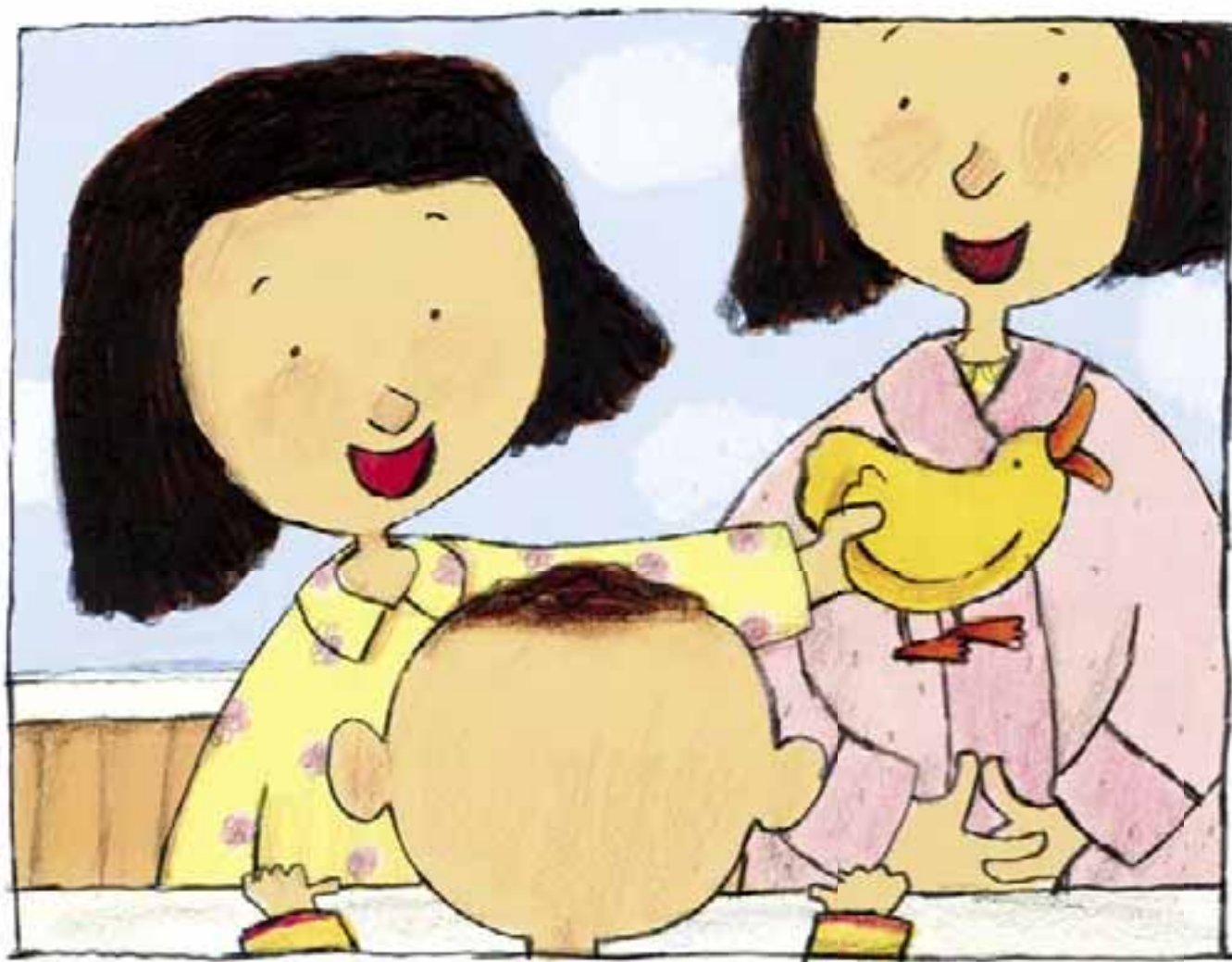
Mike: Wa! Wa! Wa!



Gram: Clap hands with us.



Mike: No! No! No clap!



Ana: My **funny** duck will make Mike smile.



Mike: Wa! Wa! Wa!



Mom: Do not whine, Mike.
Quack with us. Quack! Quack!



Mike: No! No! No quack!



Dad: Look, Mike! I can make bubbles!



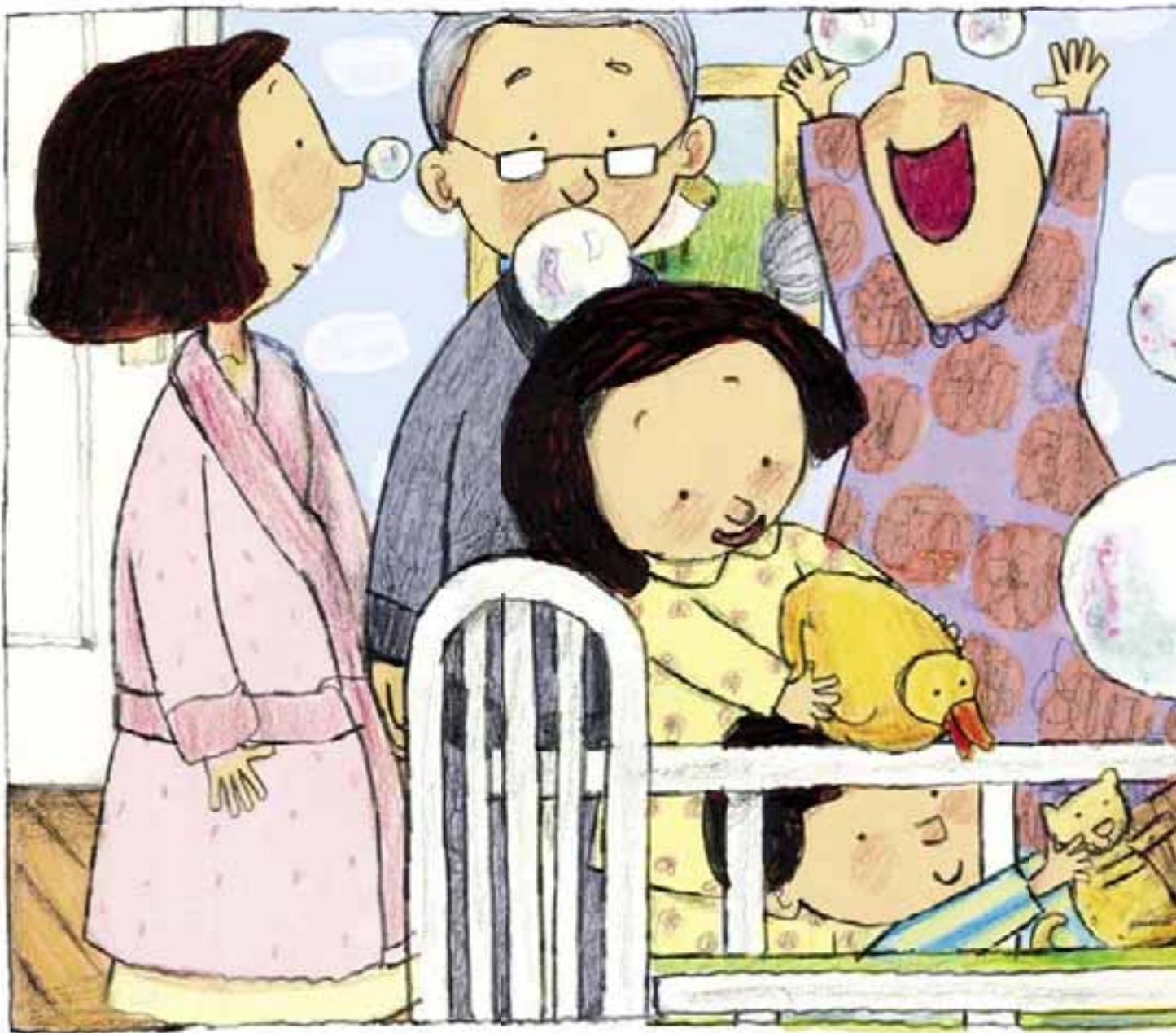
Mike: Wa! Wa! Wa!



Gram: And I can catch a little bubble.



Mike: No! No! No bubbles!



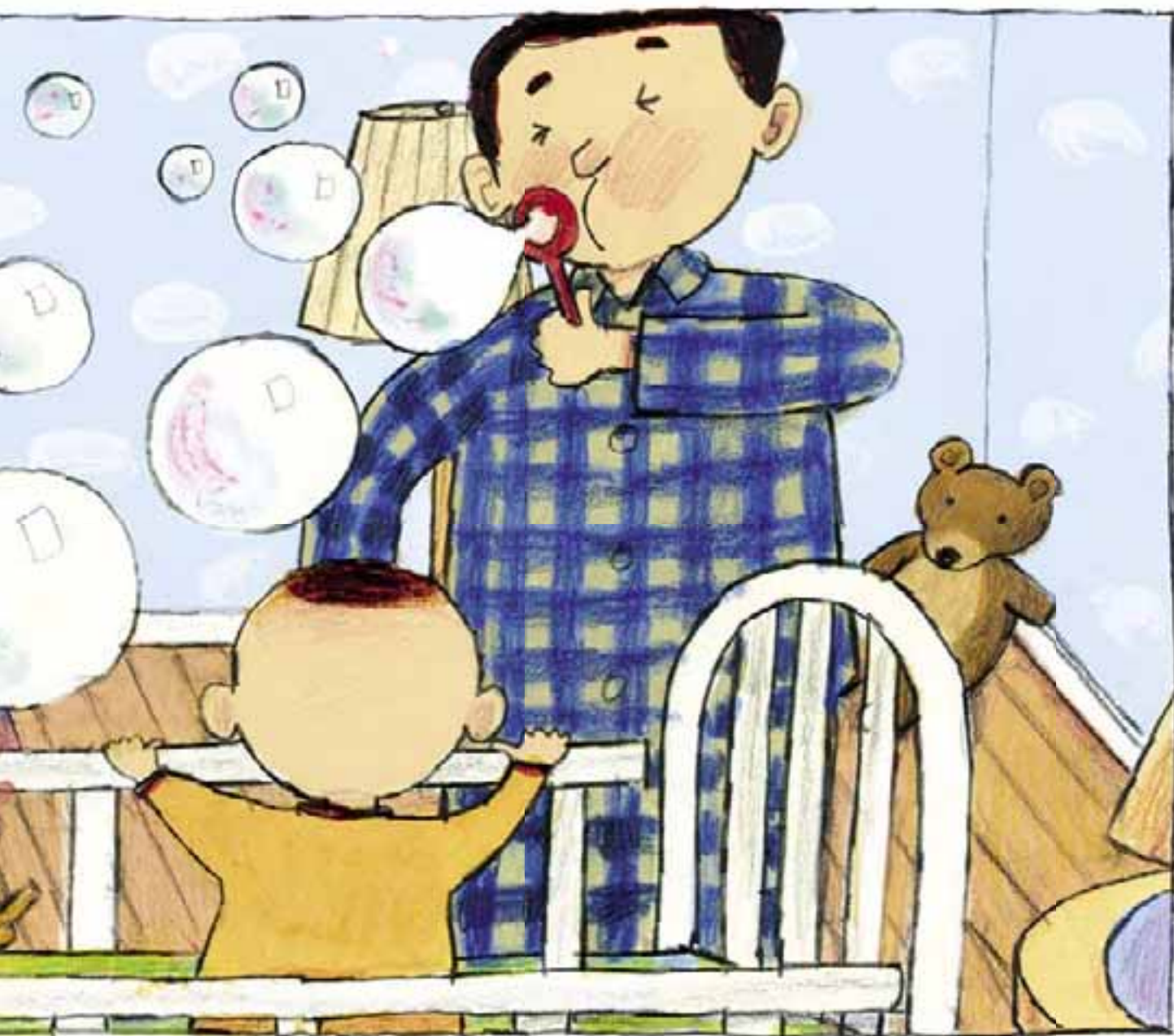
Ana: Mike, look at my funny duck.



Mike: Wa! Wa! Wa!



Juan: And look at my little cat.



Gram: Look at me, Mike.



Mike: Wa! Wa! Wa!



Dad: Look! **There** are **more** bubbles!



Pops: Look, Mike! There is Spike.



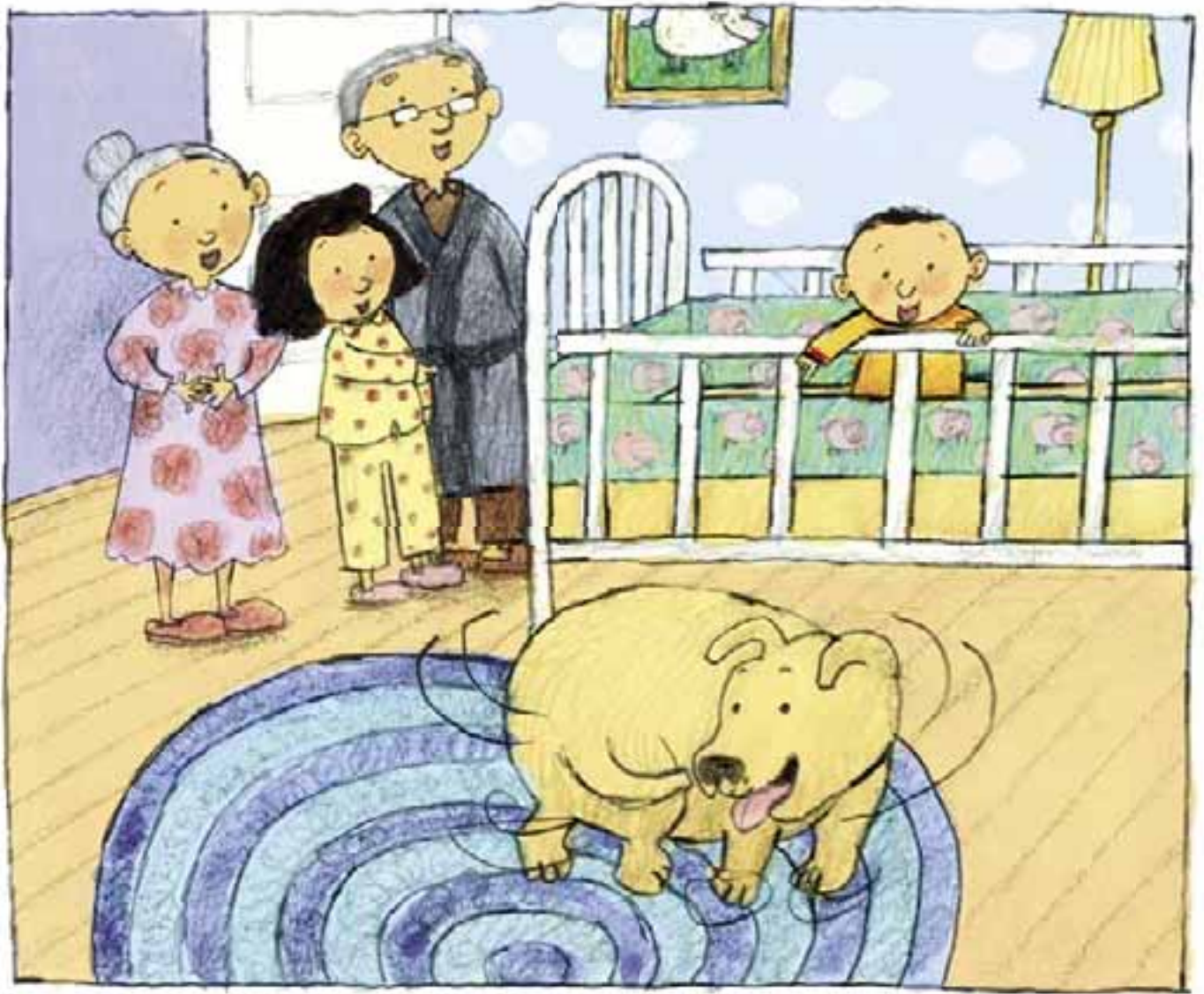
Mike: Wa! Wa! Wa!



Juan: Did you come to see Mike, Spike?



Ana: Spike wants to make Mike smile.



Gram: Look at Spike spin.



Ana: Spike is funny!



Gram: Look! Mike has a big smile.



Pops: Spike made Mike smile.



Juan: Good dog! This is for you, Spike.



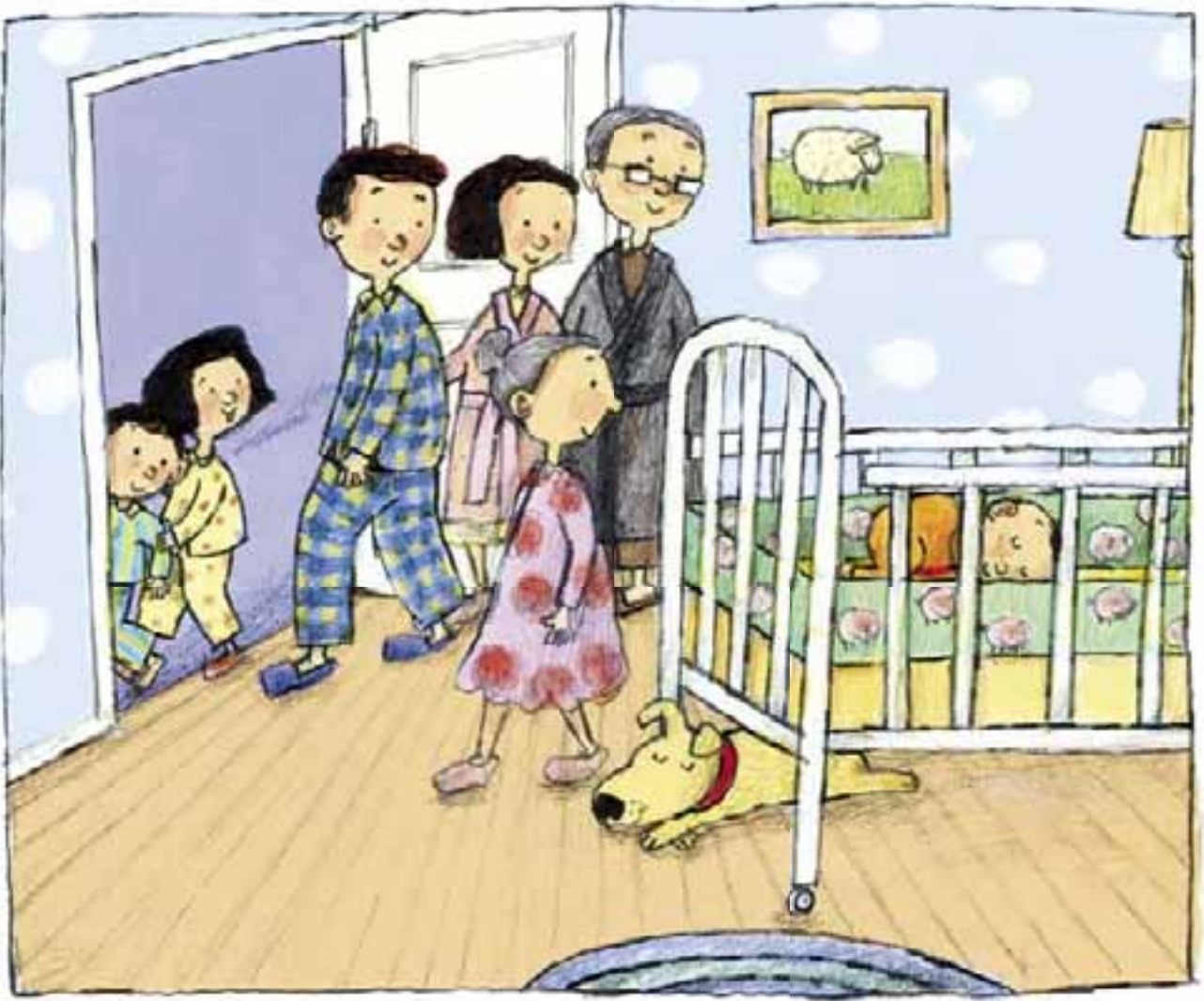
Dad: Show us how you can jump.



Mike: Jump, Spike! Jump!



Spike: Ruff! Ruff!



Dad: At last, Mike is happy.



Mom: Now it is time for bed.



Ana: Mike will get some rest now.



Gram: And so will we!

Smile with Aida Marcuse!

Aida Marcuse says, “I wrote *Smile, Mike!* because mothers always try to make their children happy. I remember the day when my little boy wouldn’t stop crying. At last we discovered what he wanted! I hope you enjoy reading this play. I enjoyed writing it!”



Find out more about
Aida Marcuse at
www.macmillanmh.com



Author's Purpose

Aida Marcuse wanted to write about making a sad boy smile. What makes you smile? Write about it.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

Think and Compare



1. What do you think Mike's family will do the next time he cries?
2. How is Mike's family like your family?
3. What are some other ways you can make a baby smile and laugh?
4. How is Wags in "A Funny Dog for Ike" like Spike?

What I Predict	What Happens





Social Studies

Genre

Nonfiction tells about real people and things.



Text Feature

A **Chart** shows information in rows and columns.

Content Words

aunt
grandfather
grandmother



Find out more about families at
www.macmillanmh.com

Family Fun

Who lives with you?
Who is in your family?

Come and meet
two kids and their
families!





My name is Matt. I live with my mom, my dad, and my brother, Rick. My **aunt** Kate and my **grandfather** live with us, too.

We all go to the park to play ball. I like to hit. Rick likes to catch. He is good!



My name is Carmen. I live with my mom and **grandmother**.

We have so much fun together.
We like to make up funny songs. We act them out, too!

This chart shows Matt's family and Carmen's family. How are they the same? How are they different?

Our Families

	Matt	Carmen
Parents		
Children		
Grandparents		
Aunts and Uncles		

Connect and Compare

Think about the family in *Smile, Mike!*
If you could add them to the chart, what would it look like?



Writing

Is and Are

Is tells about one.

Are tells about
more than one.

Make a Poster

Amy made a poster
about a play.



Grade 1 is in a play.

It is Smile, Mike!

We are so funny!

Come see it.



Your Turn

Pretend that your class will put on a play.

Make a poster about the show.



Writer's Checklist

- ☒ Is my poster easy to read?
- ☒ Did I use the verbs *is* and *are* correctly?
- ☒ Does my exclamation end with an exclamation mark?

Your Turn

Pretend that your class will put on a play.

Make a poster about the show.



Writer's Checklist

- ☒ Is my poster easy to read?
- ☒ Did I use the verbs *is* and *are* correctly?
- ☒ Does my exclamation end with an exclamation mark?

Family Time





Talk About It

Who is special to you in your family? What do you like to do together?



Find out more about family time at
www.macmillanmh.com

Words to Know

give
were
say
about
read
says

spring
stretches



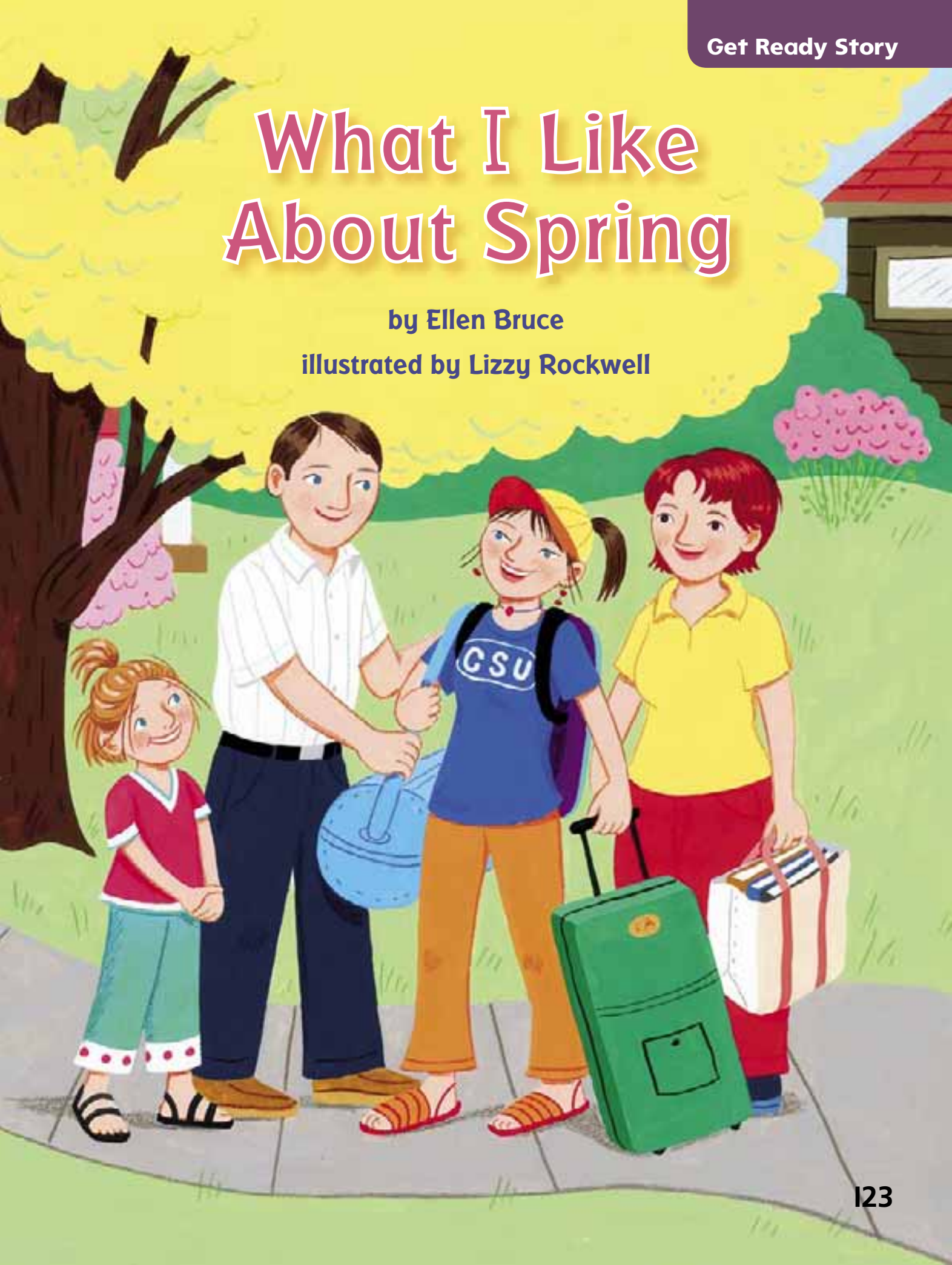
Read to Find Out

What will the girl
and her sister do
together?

What I Like About Spring

by Ellen Bruce

illustrated by Lizzy Rockwell





In the spring, Liz comes back to live with us. Mom and Dad and I are so glad to see her.



Liz picks me up.
I **give** her a big kiss.

“You **were** away for so long!”
I **say**.



Liz tells me all **about** her school.
She has to **read** a lot!

“Let’s play now,” Liz **says**. “Jump up.”



I get on. Liz stretches and spins.

I am so glad Liz is back. I like spring!

Comprehension

Genre

Realistic Fiction is a made-up story that could really happen.



Ask Questions

Character and Setting

As you read, use your **Character and Setting Chart**.

What the Characters Do	Where They Do It

Read to Find Out

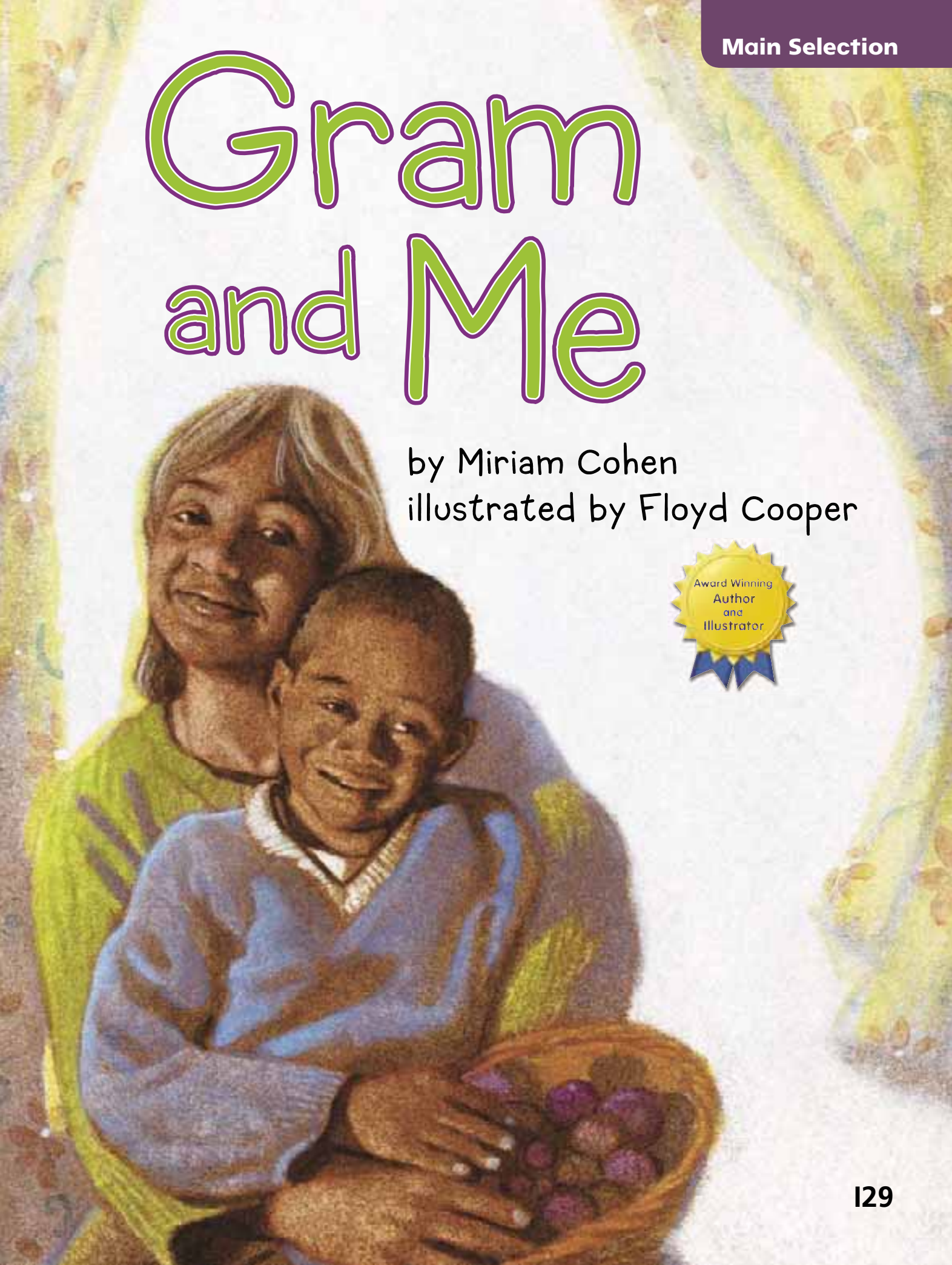
What do Gram and James do together?



Gram and Me

by Miriam Cohen

illustrated by Floyd Cooper



I like my grandmother a lot.
I call her Gram.
She is so much fun.



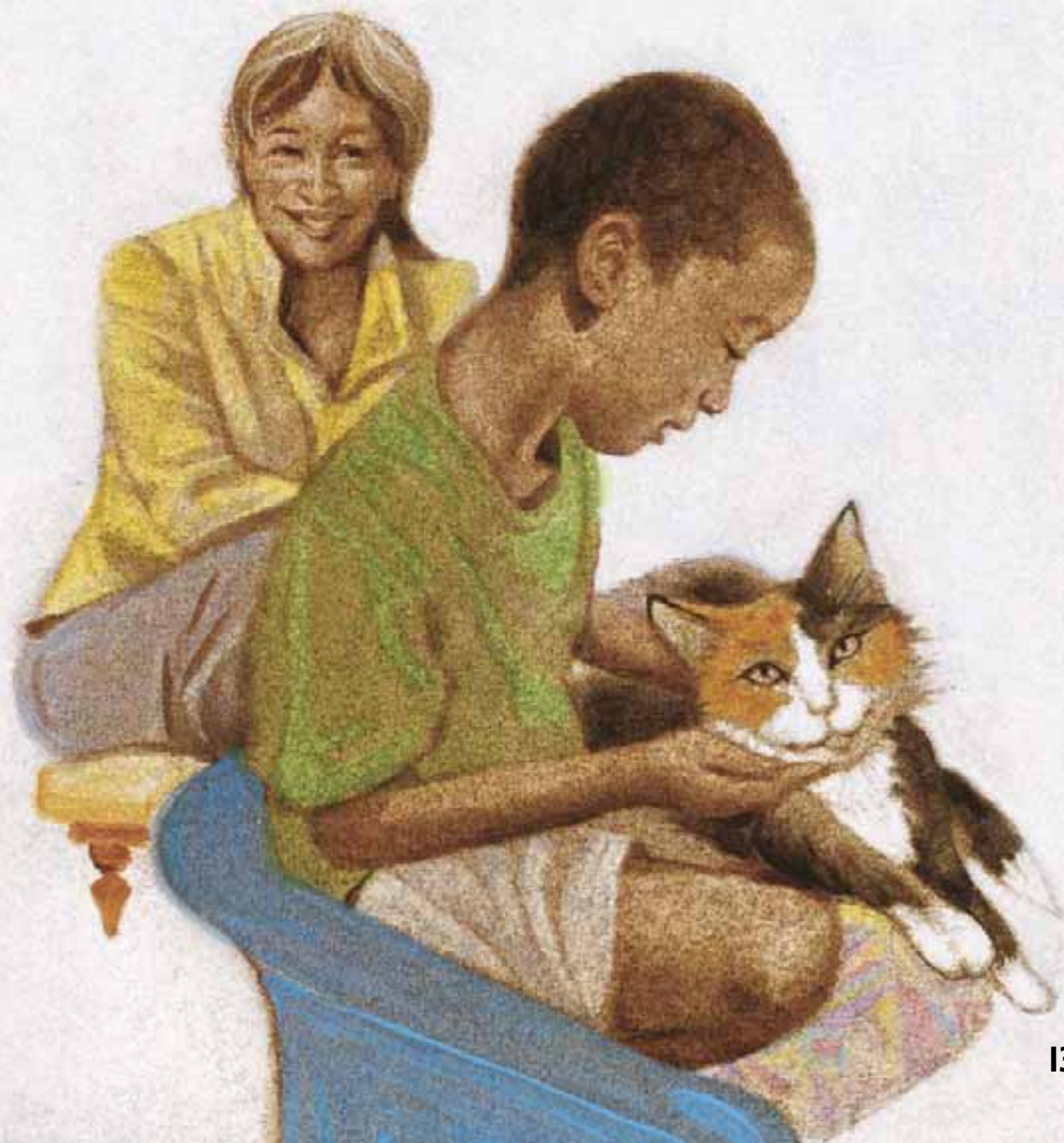
Gram takes me fishing.
We sit together on the dock.
We wave at the boats.
“Hello!” we call.





Gram helps me ride my bike.
She is strong.
“You can do it, James!” she **says**.
“Look at me go!” I **say**.

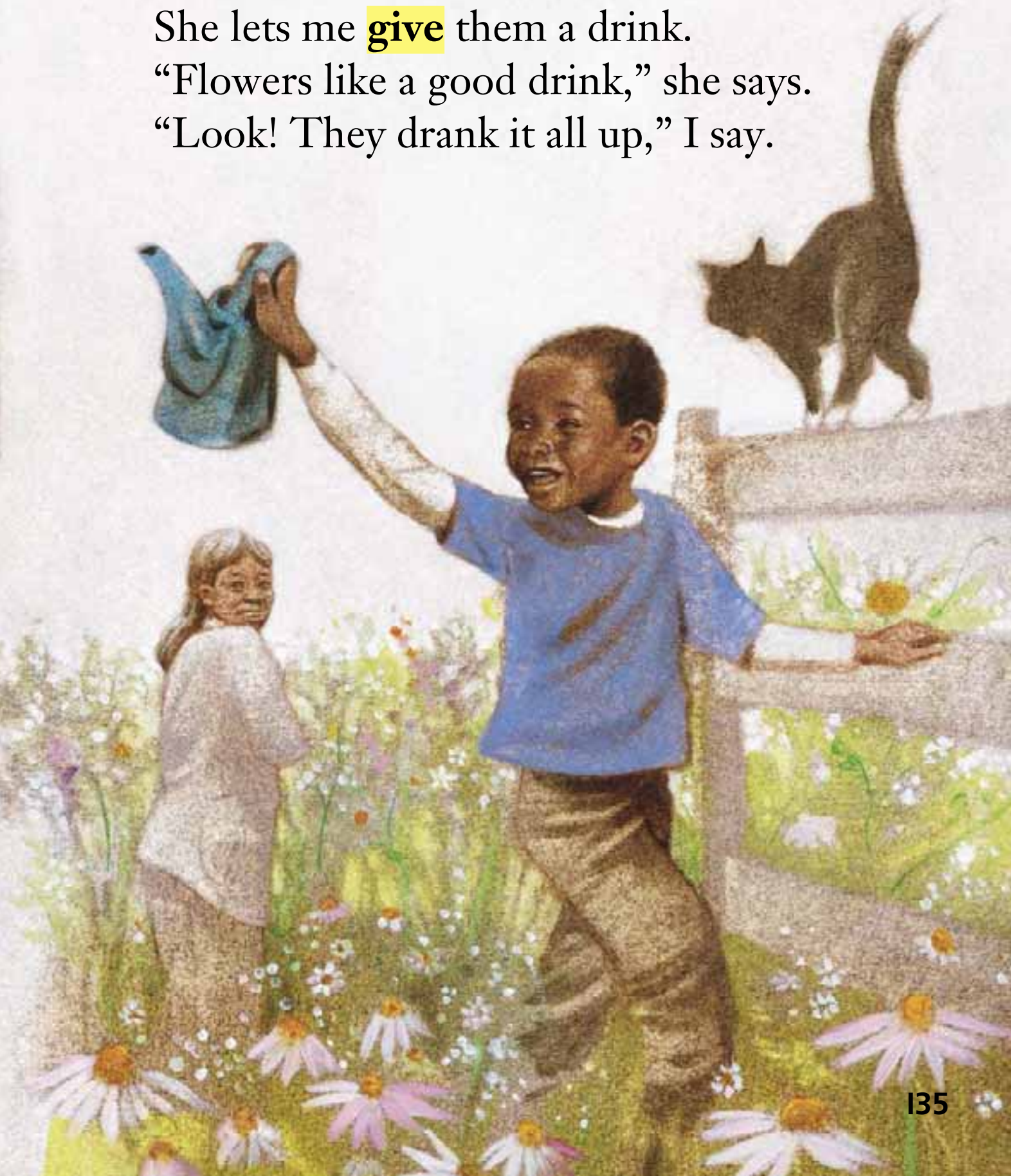
Gram has a big, striped cat.
His name is Scruff.
“Scratch him under the chin,” she says.
“Scruff likes it!” I say.





Gram likes to play chess.
She helps me when we play.
“Think, James,” she says.
“I win, Gram!” I say.

Gram has a lot of spring flowers.
She lets me **give** them a drink.
“Flowers like a good drink,” she says.
“Look! They drank it all up,” I say.



Gram has a big plum tree.
We like to pick plums.
Gram lifts me up.
“I got a ripe one!” I say.

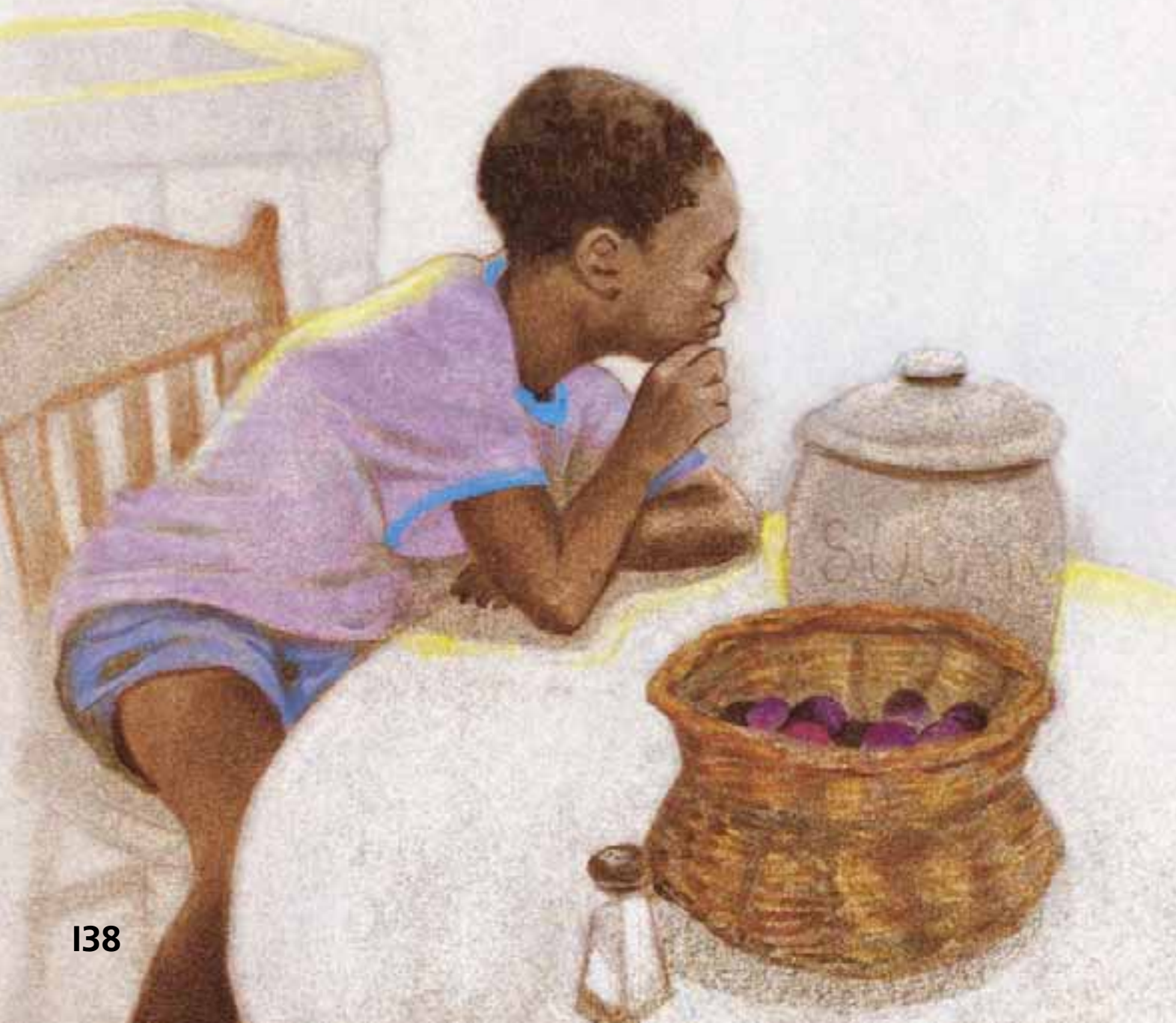




Gram shows me how to make plum jam.
She adds salt to the pot.
“Just a bit,” she says.
“Yum! This jam will taste good!” I say.

“Gram, did you cook when you **were** little?” I ask.

“I helped my mom,” says Gram. “We made jam just like you and I do.”

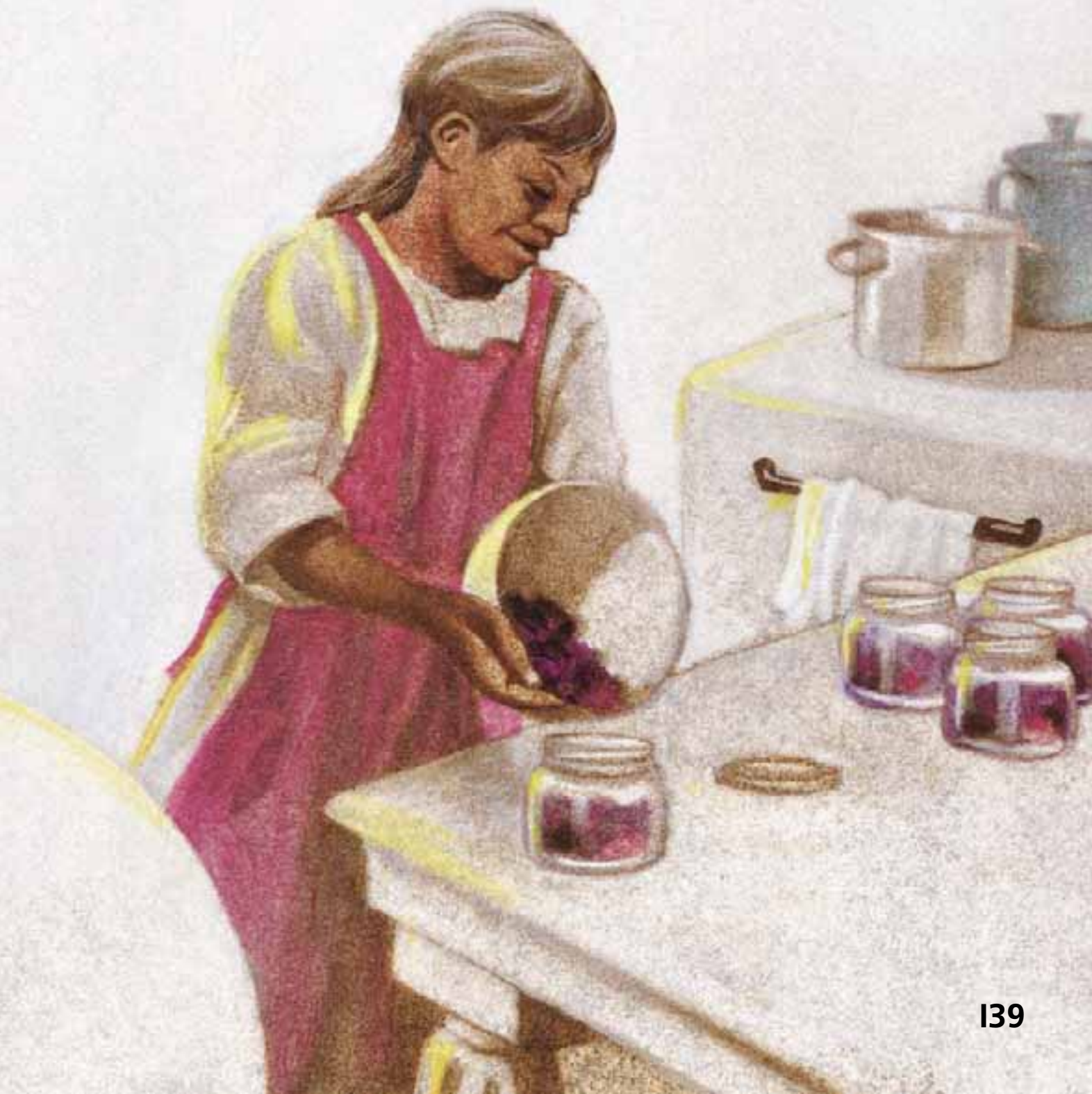


“Did you go to school?” I ask.

“Yes, I went to a little school,” says Gram.

“My school is very big,” I say.

“Yes, it is,” says Gram.





“I am learning how to **read** at school,”
I say.

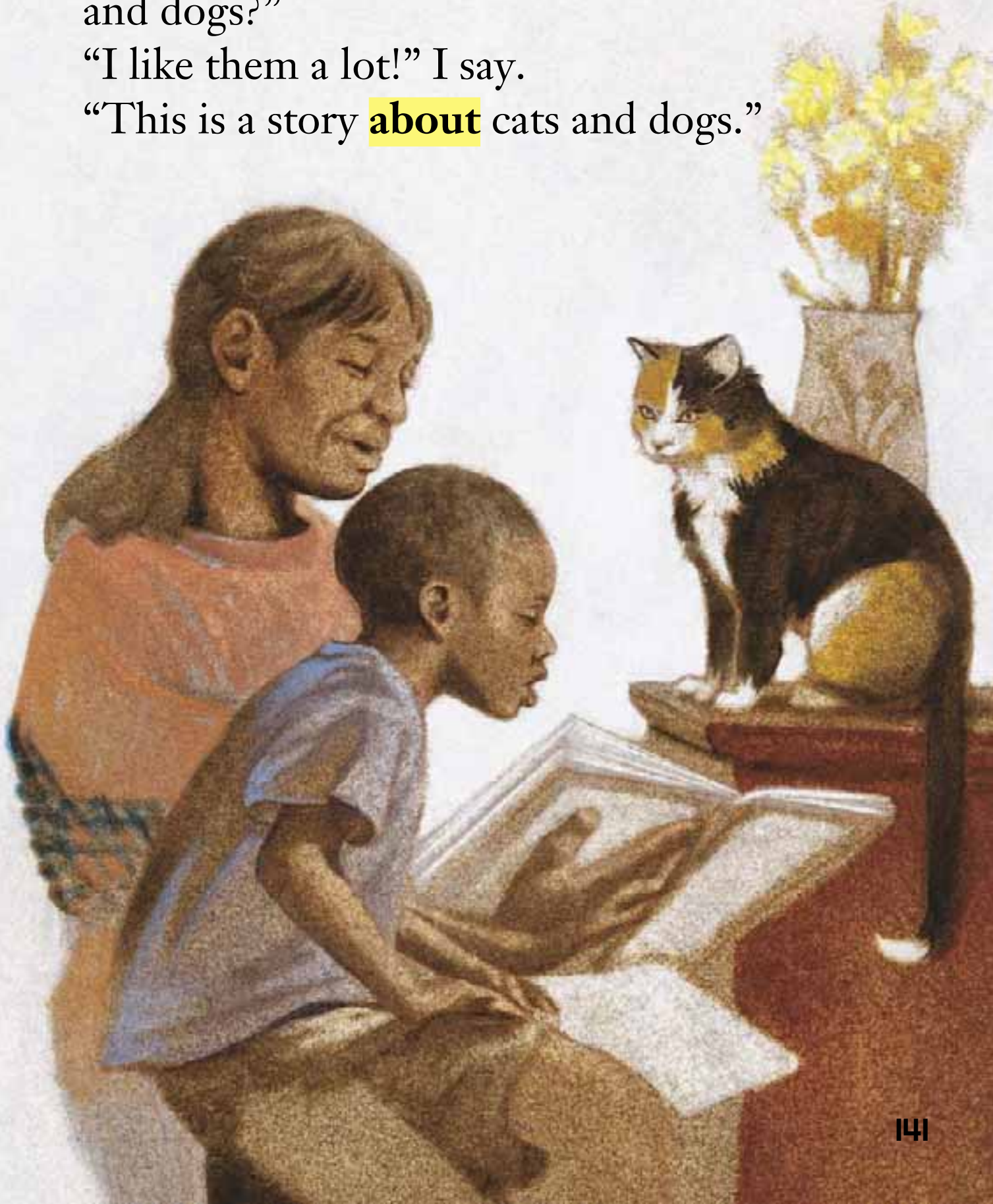
“Reading is good,” says Gram. “I liked
to read when I was little.”

“Gram, can you read me a story?”

“Yes,” says Gram. “Do you like cats and dogs?”

“I like them a lot!” I say.

“This is a story **about** cats and dogs.”



I like Gram's story a lot.

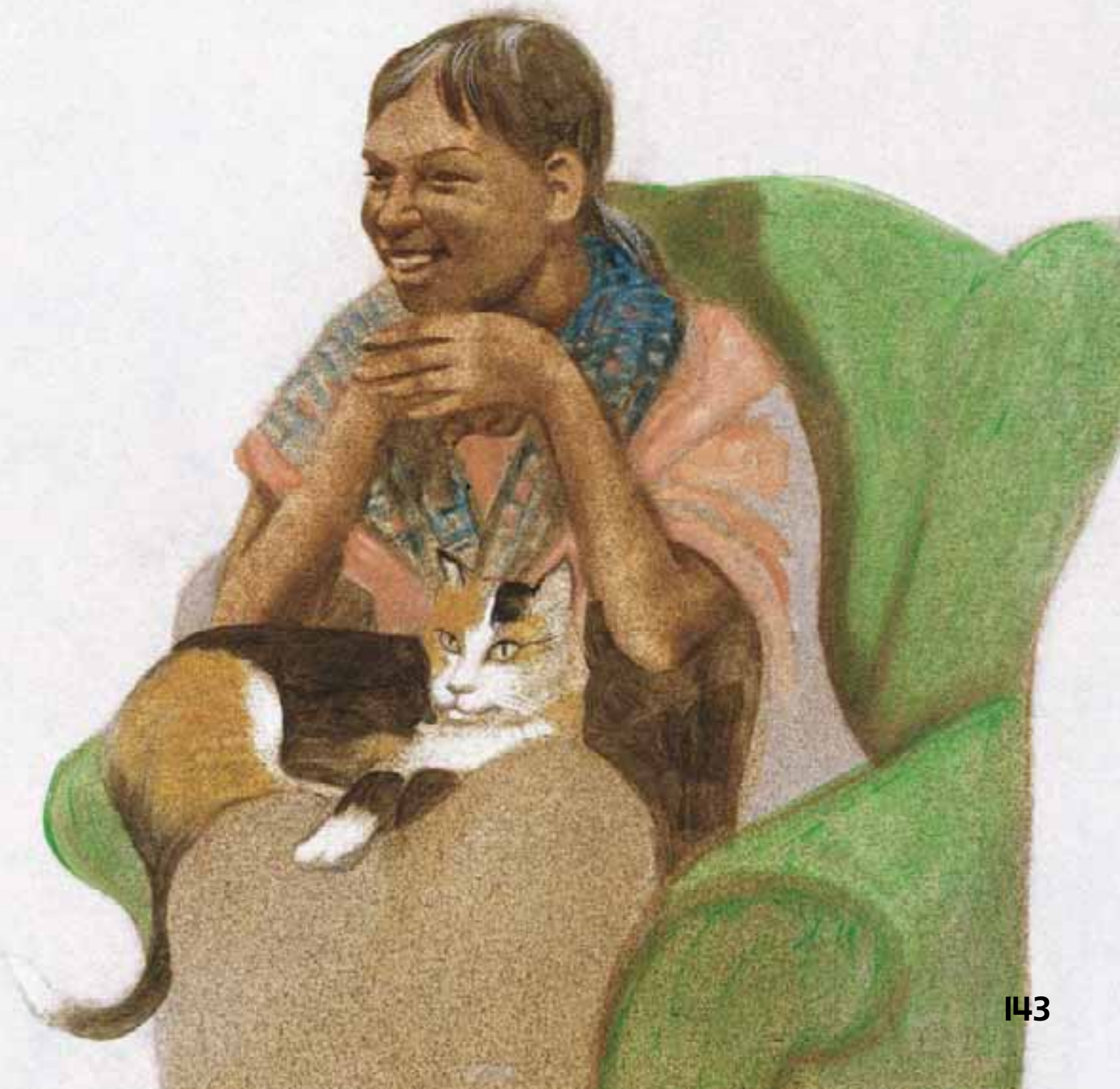
"Let's read more," I say.

"Can you read a story to me?" asks Gram.

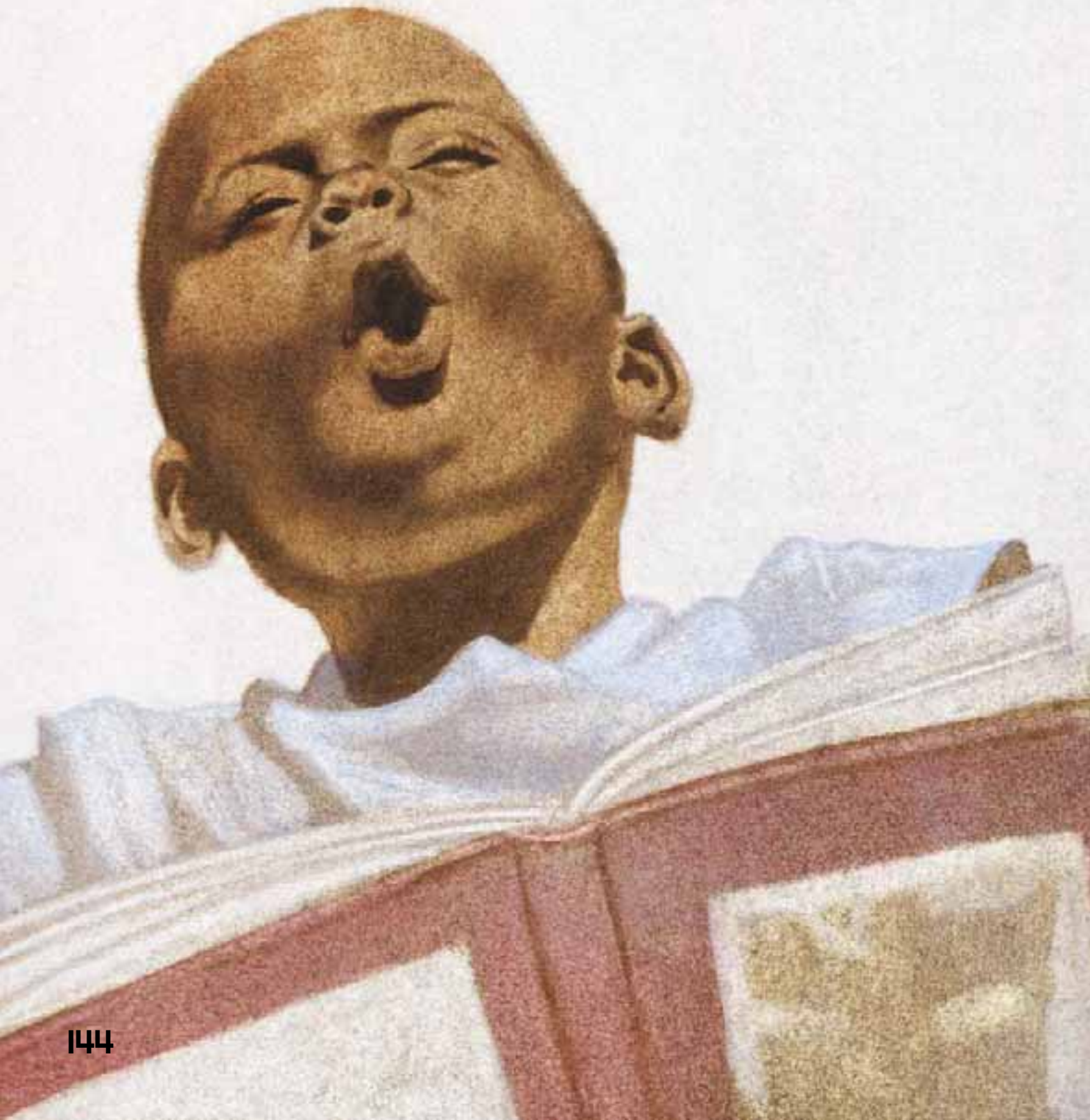
"I think I can."

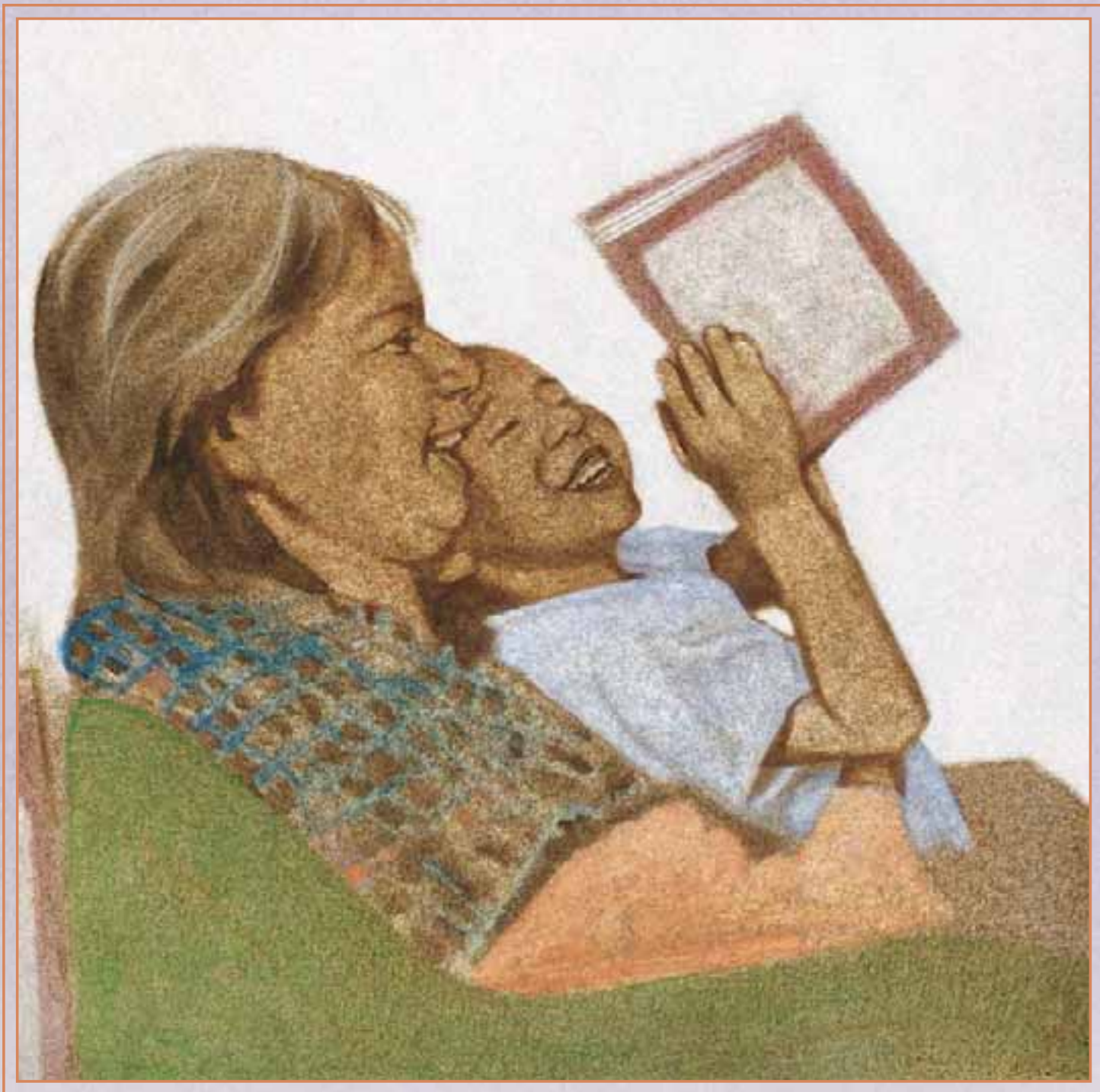


“I will read you this story,” I say.
“Is it about cats and dogs?” Gram asks.
“No, it is a story about pigs.”
“Pigs are good, too,” says Gram.



“This is a story about three little
pigs,” I say.
I read on and on.





At the end, Gram claps and claps.
“What a fine story,” she says.
“Gram, you are so much fun,” I say.
“So are you,” says my Gram.

READ TOGETHER We Remember Gram

Miriam Cohen says, “I wrote this story about a grandma because I loved mine so much. She told me stories about when she was a girl.”

Another book
by Miriam Cohen

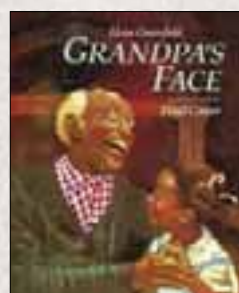


Floyd Cooper says, “I loved my gram’s gingerbread. I start my paintings by spreading gingerbread-colored paint on paper. So, I remember Gram every time I make a painting!”



Find out more about Miriam Cohen and Floyd Cooper at www.macmillanmh.com

Another book
by Floyd Cooper



Author's Purpose

Miriam Cohen wanted to write about a special grandma. Write about someone in your family.



Comprehension Check

Retell the Story

Use the Retelling Cards to retell the story.

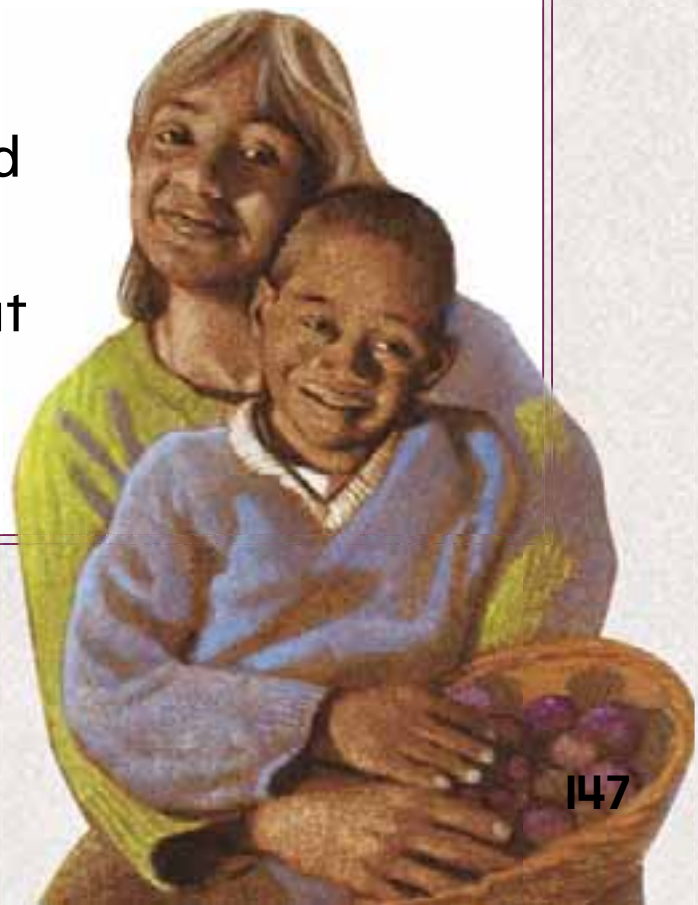


Retelling Cards

Think and Compare

1. What does James like to do with Gram?
2. What do you like to do with an older relative?
3. What can kids learn from older relatives?
4. How are James and the little sister in "What I Like About Spring" alike?

What the Characters Do	Where They Do It



CELEBRATE Chinese New Year

Social Studies

Genre

Nonfiction gives information about a topic.



Text Feature

A **Numerical List** is a series of things written in 1, 2, 3 order.

Content Words

celebrate
relatives
parade



Find out more about Chinese traditions at www.macmillanmh.com

Happy New Year! This is how people **celebrate** Chinese New Year.



Things to Do

1. Help cook.
2. Make a costume.
3. Get a flag.
4. Get gifts.



To get set for the Chinese New Year, Ming Lee makes a list. She has a lot to do!





To celebrate, people go to see **relatives**. They give gifts. Kids get red packets with money in them. They have good things to eat like New Year's cake.



Chinese New Year ends in a big **parade**. People dress up. They wave big flags. What a great start to a new year!

Connect and Compare

How might James and Gram from *Gram and Me* celebrate the new year?

Write About a Relative



Writing

Contraction

A **contraction** is a short form of two words.

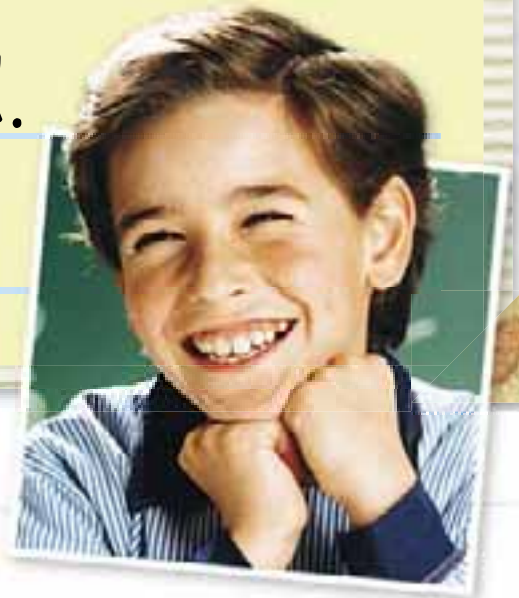
does + not → doesn't

Joey wrote about his grandpa.

My grandpa doesn't like to drive. He likes to walk.

One time we walked two miles!

We weren't even tired.



Your Turn

Think about an older relative.

Write what you like to do together.



Writer's Checklist

- ☒ Did I use my best handwriting?
- ☒ Did I form **contractions** correctly?
- ☒ Did I use an apostrophe in my **contractions**?

Answer Questions



Review

Think and Search

Look for the answer in more than one place.

Let's Go!

Characters



Abby



Amy



Abby

I am your babysitter today.



Amy

What will we do?



Abby

I want to ride my bike.



Amy

I want to go to the park.





Abby

But I am the babysitter!



Amy

I have an idea. Let's ride bikes.



Abby

That is what I want to do!



Amy

Let's ride to the park.



Abby

Good thinking. Let's go!



Tip

Look for the answer.

Directions:
Answer the questions.

1. What does Abby want to do?



2. What is Amy's idea?

- ☐ to go for a walk
- ☐ to ride to the park
- ☐ to play with a friend

3. What will Abby and Amy do?

- ☐ put their bikes away
- ☐ play in the house
- ☐ ride their bikes to the park

Writing Prompt

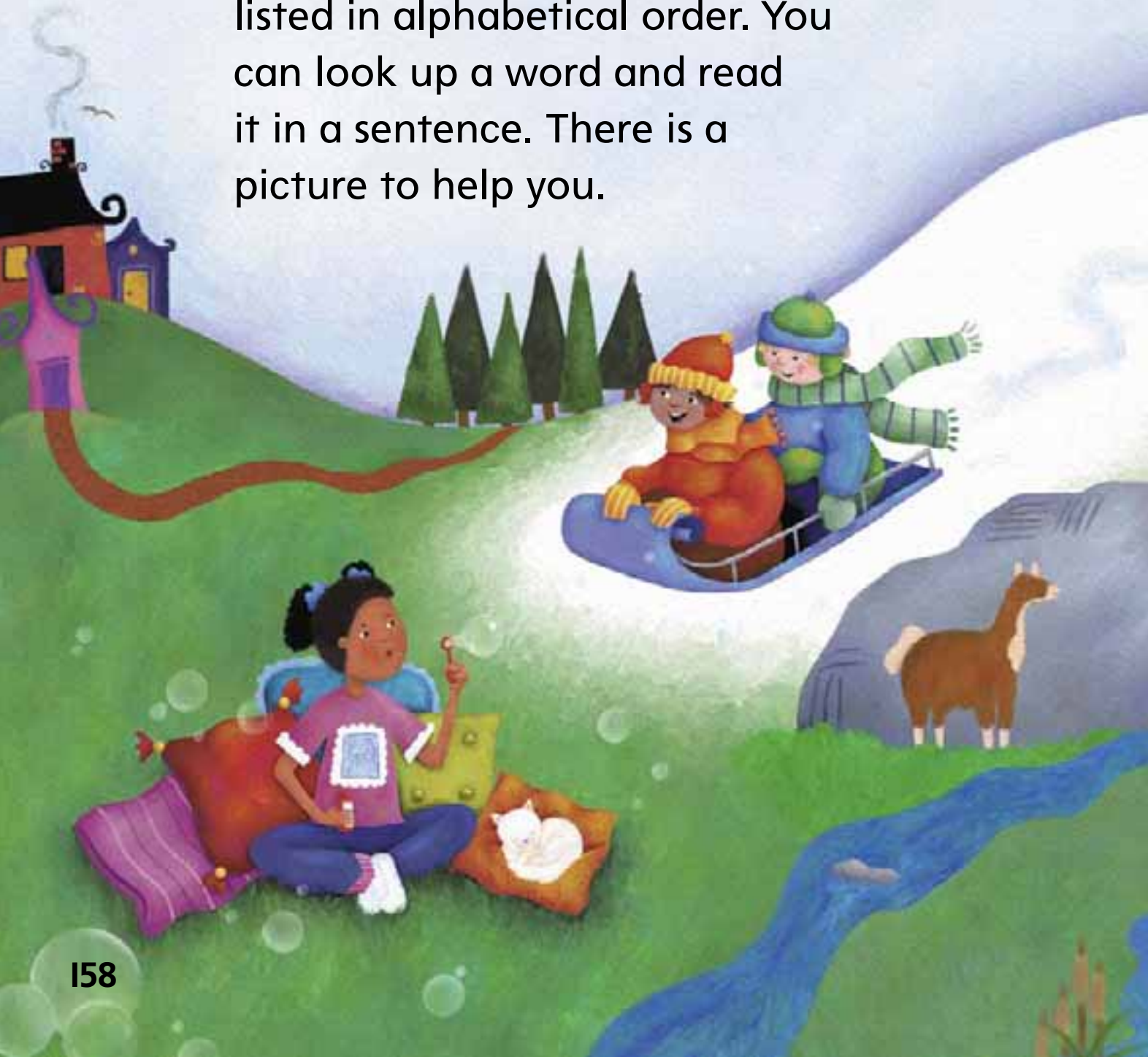
What is your favorite thing to do with a family member or babysitter?
Tell about it.
Write three or more sentences.



Glossary

What is a Glossary?

A glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. There is a picture to help you.



Sample Entry

Letter

S s

Main Entry

Sentence

sledI use my **sled** when it snows.

Bb

baby

The **baby** has a toy.



bubbles

The **bubbles** are colorful.



Cc

catch

I catch the ball.



Dd

dock

The boat is tied to the dock.



Ff

flowers

The **flowers** are pretty.



Ll

letter

I mail a **letter** to my grandma.



Llama

This **llama** lives in the mountains.



Pp

path

We walk on the **path**.



pull

I **pull** this wagon.



Rr

rake

We **rake** the leaves.



river

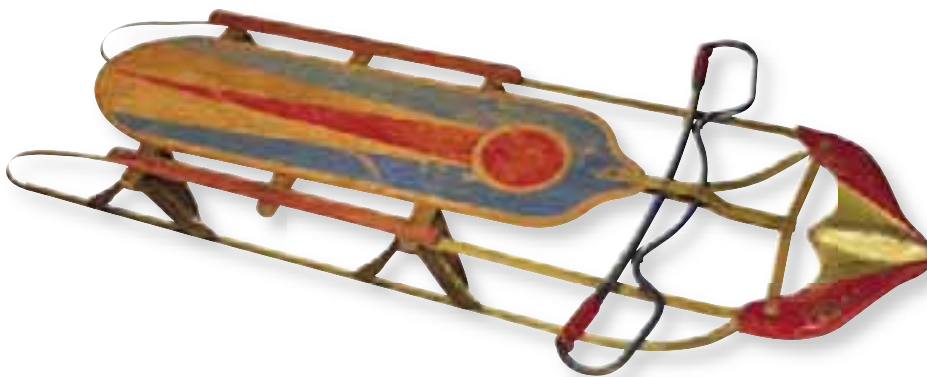
This **river** is long.



Ss

sled

I use my **sled** when it snows.



striped

A zebra is **striped**.



suds

This bath has **suds**.



Tt

together

Katie and Matt build **together**.



tossed

Ms. Clare **tossed** the ball to Rosa.



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